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ABSTRACT

This publication presents qualitative and quantitative guidelines for the development, evaluation, and improvement of library media programs in elementary and secondary schools in California and at the district, county, and state levels. The content covers philosophy of service, relation of the library media program to the total educational goals program, information relevant to personnel, operation of the program, materials, equipment, and facilities. The guidelines are intended for use by boards of education, administrators, library media professionals, teachers, other school staff, students, and community representatives in planning, implementing, and evaluating school library media services in terms of locally developed educational goals. The guidelines may be used in developing specifications for new programs or for formulating evaluation instruments to measure the effectiveness of established services. (Author)

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GUIDELINES
for
CALIFORNIA LIBRARY MEDIA PROGRAMS

SCHOOL DISTRICT COUNTY STATE

Prepared by a Joint Committee

Representing

The California Association of School Librarians

The California Association for Educational Media and Technology

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CALIFORNIA MEDIA AND LIBRARY EDUCATORS ASSOCIATION

Burlingame, California

1977

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Mrs. Marion W. Drinker, President of the State Board of Education.

The compilation and editing of this publication represents a valuable contribution of professional and personal time. CMLEA is grateful to the administrators of the many library media professionals and other educators for granting them the time away from busy library media centers and offices to participate in work sessions in various parts of the state.

INTRODUCTION

This publication presents qualitative and quantitative guidelines for the development, evaluation, and improvement of library media programs in elementary and secondary schools in California and at the district, county, and state levels. The content covers philosophy of service, relationship of the library media program to the total educational program, basic principles and other information related to personnel, operation of the program, materials, equipment and facilities. These guidelines are based, in part, on *Media Programs, District and School*.[1] This national document provides an excellent model for states to follow in devising their own publications.

The guidelines are intended for use by boards of education, administrators, library media professionals, teachers, other school staff, students, and community representatives in planning, implementing, and evaluating school library media services in terms of locally developed educational goals. The guidelines may be used in developing specifications for new programs or for formulating evaluation instruments to measure the effectiveness of established services.

Committees devising guidelines or standards for library media programs are faced with the task of establishing essential elements of those programs at all levels, which serve as minimal standards of operation, while still promoting the continuance and further improvement of programs which already are operating well beyond the minimum. Attitudes towards guidelines or standards are affected by the economic outlook for education at the time of compilation. The basic guidelines represented in this publication should be reachable in any school district where utilization of library media materials is a priority in educational planning. Extended provisions, permitting greater opportunities for students, require a high level of district commitment and financial support. It is the responsibility of the district or school to select those components of a library media program that best assist in meeting the school and district educational goals and objectives.

Revision of a previous state-level document, *Standards for the Development of School Media Programs*,[2] was initiated in 1975. Committee members representing various types of experience in the library media field were appointed by the presidents of the California Association of School Librarians and the Califor-

nia Association for Educational Media and Technology, formerly the Audio-Visual Education Association of California. A series of meetings sponsored by the State Department of Education culminated in the final publication. The interest of the State Department of Education in the guidelines was and is related to the necessity for evaluating library media programs funded through the federal programs it administers. This document, *Guidelines for California Library Media Programs: School, District, County, State*, is referenced in the *ESEA, Title IV B, Manual of Information*,[3] developed by the California State Department of Education for use in planning projects funded through that source.

The California Media and Library Educators Association believes that intelligent use of information sources is basic to independent and productive citizenship. For most young people, contact with these resources begins in school. CMLEA subscribes to the following statement of the National Commission on Libraries and Information Science:

> "School libraries, public and private, are important in the personal, intellectual and social development of the American child. They house the many materials required by the child for formal teaching-learning activities, and they represent the primary access point in school to which the child comes to find recorded knowledge. The school library often gives the child the first exposure to information resources and molds the child's information behavior for the future. Thus, the school library plays an essential part in readying the child for an adult role in society."[4]

Guidelines for California Library Media Programs: School, District, County, State is offered as part of the commitment of CMLEA to improved education in California.

Martin Puentes
President, CMLEA, 1977-78

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President, CASL, 1976-77

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President, CAEMAT, 1976-77

I THE LIBRARY MEDIA PROGRAM

The library media program makes available educational materials, equipment, activities, and services that support and expand the curricular offerings of the school. Student participation in program activities results in learning experiences related to the curriculum objectives of a school or to the personal interests of students. These experiences transcend the physical perimeters of the library media center and of the school itself.

Components necessary to a library media program are:

- Sufficient professional and classified staff to plan for, acquire, and organize the program components for maximum accessibility; to plan for and assist with utilization of resources; to prepare original materials; and to evaluate the various aspects of the program
- A plan for the utilization of resources
- An extensive collection of materials in a variety of formats
- The equipment needed for utilization and production of resources
- Adequate space and equipment in which to house and use resources
- Attractive and comfortable furniture.

Utilization of the resources of a library media program is part of curriculum planning. This planning is the cooperative effort of administrators, teachers, other school staff, students, community representatives, and the library media staff. As members of the instructional team, library media personnel concentrate on the utilization of resources to achieve instructional objectives. From these resources, the teacher chooses those materials and methods of communication through which content of a specific unit is most clearly presented to a student. Through the use of materials in many formats, a student acquires knowledge and strengthens skills in reading, observing, listening, and communicating ideas. While using information sources and related technologies, the learner may interact with others and be motivated to systematically research a topic.

The plan for an effective library media program satisfies both individual and instructional purposes in a balanced and aesthetically rewarding way. A comprehensive program promotes the following learner outcomes:

- Skills in locating, retrieving, using, and evaluating materials in a variety of formats
- Ability to select and use the most appropriate available medium of communication applicable to a learning task

- Enjoyment and inspiration derived from the communication arts as well as satisfaction in their effective use
- Skill in the design, production, and use of created learning resources
- Understanding of the availability of resources from the school library media center, local public agencies, networks, and of the procedures to gain access to them.

Another outcome of a well planned program is increased participation by students, teachers, administrators, and community representatives in the formulation, implementation, and support of both general and specific library media center policies.

Activities of the library media program are based on six functions: instruction, curriculum development, consultation, information management, and professional development of personnel.

The *instruction function* relates to direct instruction of students, team instruction with other teachers, and in-service education for teachers offered by the library media professionals. Personalization at every level of instruction is emphasized throughout the teaching-learning process.

The *curriculum development function* relates to formulating and analyzing objectives; establishing priorities; developing or identifying and evaluating the system, the product, the strategy, or technique. In this context, library media professionals may initiate and participate with others in curriculum development. Applications of the curriculum development function relate to, and complement, each other. They require cooperative action among all staff members.

The *consultation function* involves library media professionals participating in the identification of teaching and learning strategies; working with teachers and students in the evaluation, selection and production of materials; and serving as consultants in planning and arranging physical facilities to provide effective learning environments.

The *information function* relates to providing sources and services appropriate to user needs and planning access and delivery systems for materials, equipment, and other resources to provide for maximum utilization of information.

The *management function* involves the procedures through which program goals are achieved and priorities are established. This applies to all aspects of the program with appropriate staff and user involvement in planning and implementation.

The *professional development function* assists teachers, administrators, and other school staff members to be knowledgeable and current concerning the potential benefits and uses of library media services, materials, and equipment.

One of the goals of the library media program is the assurance of intellectual freedom for learners, teachers, and other staff members. This responsibility requires well defined and recorded district policies and procedures to assure

maximum free access to information. To be effective, district policies and procedures are developed cooperatively by representatives of the library media program, teachers, administrators, the community, and students. They provide a framework within which each school in a district can develop its own selection policies and procedures with similar representation. District policies are adopted by the governing board and are supported by the administration.

2 PROGRAM PATTERNS AND RELATIONSHIPS

Purposeful integration of curriculum and library media is an ongoing process, with library media professionals, curriculum consultants, teachers, and learners jointly designing instructional systems in which content and method evolve together. This process of instructional design results in a more effective allocation of both the human and the material resources available to the educational program. Effective planning and implementation of curriculum requires communication among library media programs at every level — school, district, county or multi-county, and state.

SCHOOL LIBRARY MEDIA PROGRAM

The school library media program seeks to help all students reach their full potentials and to meet the established educational goals and objectives of the school. Its program elements and staff capabilities both influence and contribute to the overall instructional strategies in the school. The school library media program affords many alternatives in content, method, and level of participation through the cooperatively planned use of library media services, equipment, materials, and facilities. It permits and encourages the design and implementation of instructional programs based on individual needs. An effective design of the school instructional program may require reallocation or expansion of learning resources and/or augmentation of library media staff to work as members of teaching-learning teams.

The school library media program has a unique capability to help students achieve satisfying and rewarding experiences in reading, listening, and viewing, and to advance in the use of these skills. The production and use of media enhance leisure activities as well as provide satisfaction and opportunities for expression related to the personal needs and desires of students.

The school library media program helps learners acquire and maintain skills in researching, choosing, producing, and using all forms of media. Such skills provide the means for achieving learner objectives and should be applied and practiced in all learning experiences.

Library media personnel share the responsibility with other instructional staff

members of developing students' competencies in the utilization of resources as they progress through school. The library media staff works with learners independently, with small groups, and with teachers to develop student competencies. The school library media staff serves on local, county, and statewide committees to develop common understandings, guidelines, and program improvements.

Evaluation of the school library media program is a continuous process of measuring the effectiveness of the program in attaining instructional objectives and in meeting the needs and satisfying the interests of its users. Information presented in the succeeding chapters of this document can assist in the development of evaluation processes appropriate to any particular school.

DISTRICT LIBRARY MEDIA PROGRAM

The district library media program implements district goals and objectives through coordination with local school library media programs. Coordination includes articulation of school program needs to district administrators as well as interpretation of district policies and procedures affecting library media programs in schools. Areas of responsibility in this coordination may include budget development, personnel selection and evaluation, staff orientation and development, criteria for selection of materials and equipment, school facilities planning, and developing public information systems.

The California concept of library media programs emphasizes personalization of instruction and local school autonomy. The district library media program encourages adaptation and the greatest possible flexibility. Each school library media program is individually designed and evaluated on the basis of the personal needs and interests of its learners.

The district organizational structure should give the director of the district program a creative role in the decision-making process that establishes overall goals; interfaces the library media program with the district curriculum policies, priorities, content, and methods; and, establishes and maintains responsible evaluative processes. The school and/or district library media staffs should be represented on the councils that recommend guidelines, policies, and criteria for the educational program in the district.

District library media programs may provide services that are not economically feasible for schools or other district offices to provide for themselves. These services may include providing for circulation of 16 mm films, a comprehensive professional library for teachers, production involving expensive technology or equipment, and large displays of materials and equipment for evaluation and selection purposes.

COUNTY OR MULTI-COUNTY LIBRARY MEDIA PROGRAM

Regardless of its organizational pattern, the county or multi-county library media program exists to provide services which school districts cannot provide for themselves or to strengthen school district programs by supplementing existing services. For many districts in California, the county school library media center serves a major role in the provision of services and materials; for others it is supplemental; and for some districts, there may be little or no felt need for county services.

Although county school library media programs differ, they offer many services generally similar to those provided by districts. Some of the major school library media related activities and services which may be included are:

- Serving a research and development function related to library media programs
- Identifying and disseminating information about exemplary school library media programs
- Offering print and non-print materials, equipment maintenance, and cataloging and processing services on a contract basis
- Coordinating evaluation of materials and equipment used or projected for use in school district programs
- Coordinating the school library media programs offered through networks
- Planning and carrying out staff development programs for school library media professionals and teachers
- Serving as liaison between the State Department of Education and school districts on implementation of state policies, guidelines and programs, and on articulation of local library media program needs
- Serving on statewide committees to develop common understandings, guidelines, and program improvement
- Providing consultative and in-service training services related to the planning and use of school library media, physical facilities, and operation of school building library media centers
- Consulting with teacher-training institutions regarding pre-service and in-service education
- Actively participating in establishing policies related to financing and operating the county school library media program.

STATE LIBRARY MEDIA PROGRAM

The library media program in the California State Department of Education seeks to promote exemplary professional practices in school, district, and county or multi-county programs. The Department has the responsibility to interpret and implement policies of the State Board of Education, as well as state

and federal laws and regulations relating to library media programs. The Department staff provides liaison with local education agencies, colleges and universities, state and national professional associations, public libraries, the United States Office of Education, and other interested groups.

More specifically, the State Department of Education may:

- Develop leadership plans, programs, and publications in cooperation with local schools, districts, counties, and associations
- Develop standards for library media programs, and provide guidelines for administration of the related federal and state funds
- Provide consultative services for program planning and staff development for personnel in the State Department of Education, in counties, school districts, professional associations, and other groups interested in education
- Participate in curriculum design and in instructional materials adoption processes to insure optimum statewide use of library media
- Cooperate with professional associations in evaluating county, regional, and district library media programs
- Collect, analyze, process, and disseminate library media program information to the State Board of Education, State Department of Education, state legislators, members of Congress, state agencies, local school districts, and the general public
- Identify and promote exemplary library media programs and professional practices
- Facilitate the interchange of information among state, county, and local authorities on the state of the art in educational media and technology such as television, computer-assisted instruction, film and other audio-visual resources
- Coordinate library media activities with other appropriate units of the State Department of Education
- Participate in the development and approval of the proposed programs for the certification requirements for library media personnel
- Coordinate the utilization of high quality instructional television service through contacts with local and regional authorities on matters of networking, program acquisition and production, teacher training, utilization and evaluation.

INFORMATION NETWORKS

Networking is making a contribution to achieving library media program goals in many California school districts. A network provides information not otherwise readily available, through accessibility to a variety of data bases. Data bases are developed by identifying the location and availability of information

in participating agencies. Networking may involve simple verbal sharing of evaluative information about materials among a few schools, or can be a sophisticated system of directions for reaching specialized materials transmitted by advanced technological methods. Networks augment local library media services. They do not substitute for strong local resources.[5]

The local school district has the responsibility to select from the available network program components, those that provide the information not already available in the district. The district also determines what information it can contribute to the network. The district library media director is responsible for cooperatively planning with participants and applying to district administration for adequate funding for the district participation. The district library media staff assists the school site administrator in procuring reliable media hardware needed to implement the programs available from the network and in obtaining and housing the related media software.

3 PERSONNEL

All library media programs depend upon the quality and quantity of personnel. Staff quality depends upon the personal and professional competencies of the certificated staff and the training and expertise of the classified staff.

The size of the district or school and the needs of the instructional program determine the scope and level of sophistication of the library media program. Library media programs require both professional and support staff in sufficient number to provide the desired program. Extended services, such as during evening hours, Saturday hours, or vacation periods, require additional certificated staff.[6] Most of the year-round, or continuous school programs, have schedules which require either twelve-month employment of library media personnel or employment of additional staff.

As a library media program expands, (delineated in Tables 1 and 2), the need increases for professional and support staff with specialized preparation, e.g., information retrieval, graphics design and production, reprographic techniques, displays, photography and other media production methods, television production (including videotaping and studio production), electronics, and computerized operations.

In the event that the services include a designated State Instructional Materials Display Center or if personnel are extensively involved in the evaluation and selection of materials for state adoption, additional personnel will be a necessity. (For further information, consult the Curriculum Frameworks and Instructional Materials Selection Unit, California State Department of Education, 721 Capitol Mall, Sacramento, California 95814.)

GUIDING PRINCIPLES:

- Library media staff at both district and school levels are assigned in compliance with the *California Education Code*, the *California Administrative Code, Title 5, Education*, and school district policies.
- Professional library media staff participate on an equal basis with other members of the instructional staff in making instructional decisions and promoting innovative teaching and learning strategies.

- A full range of professional competencies is represented on the staff consistent with the desired breadth and depth of the library media program.
- Support staff, sufficient in number and skills, is available to enable professional staff to carry out its professional responsibilities.
- All aspects of library media are consolidated in one integrated program and the staff functions as a cohesive unit.
- Library media personnel are accorded status, salary, fringe benefits, and working conditions equal to other staff members with comparable qualifications and responsibilities.

CALIFORNIA CERTIFICATION OF LIBRARY MEDIA PROFESSIONALS

The State Department of Education and the State Board of Education have accepted the concept of an integrated library media program encompassing all instructional materials. Certificated and classified staff as dictated by the services of the program are recognized as essential.[7]

California further recognized the need for an integrated program in its credentialing requirements for school librarians, an occupational title established by the *Education Code*. Institutions of higher education seeking approval for programs offering the "Services Credential Authorizing Service as a Librarian"[8] must show documentary evidence that their programs have "course content relevant to the total media approach and the basic concepts of educational technology."[9]

When a school library media program expands to include certificated personnel who do not function as librarians but who manage highly specialized parts of the program, such as production, instructional design, or communications, persons with appropriate specialized training in addition to a teaching credential may be assigned.

TYPES OF PERSONNEL

To implement a school, district, county, or state level library media program, numbers, responsibilities, and competencies of personnel are dictated by the actual or proposed parameters of the program. Certification requirements for library media personnel at all levels mandate basic competencies and knowledges in teaching, librarianship, educational technology, supervision, and administration. Certificated personnel are required to have a valid California teaching credential before entering into library media specializations. Those responsible for administering district, county, or state level library media programs usually possess also the appropriate supervision or administration credential.

SCHOOL LIBRARY MEDIA PERSONNEL: Certificated Staff

At the building level, three types of certificated personnel carry the responsibilities for managing, implementing, and providing for the evaluation of the library media program. They are the head of the school library media program, librarians, and teachers with specialized background and experience. All are specialists in the utilization of materials in the educational program of the school.

HEAD OF THE SCHOOL LIBRARY MEDIA PROGRAM

Position Title:	Head of the School Library Media Program, or as designated by school or district policy
Reports to:	Appropriate School Administrator
Supervises:	Librarians, Teachers with appropriate specializations, Library Media Technical Assistants, Clerks, Secretaries, Aides, Student Assistants, Volunteers
Certification:	Credentials authorizing service as a Teacher and as a Librarian
Role:	This position carries the responsibility for planning, developing, and implementing the school library media program, and has Department Head (or equivalent) status. If the library media staff includes only one certificated position, no differentiation of professional responsibilities is possible.

SCHOOL LIBRARIAN

Position Title:	School Librarian
Reports to:	Head of the School Library Media Program or to the appropriate Administrator if only one certificated person is assigned
Supervises:	Library Media Technical Assistants, Clerks, Secretaries, Aides, Student Assistants, Volunteers
Certification:	Credentials authorizing service as a Teacher and as a Librarian
Role:	Duties of persons employed as School Librarians include, but are not limited to, coordinating the school library media programs with the instructional programs of a school district, selecting materials, supplementing classroom instruction, and helping and instructing pupils in the choice of materials.[16]

SPECIALISTS IN MEDIA OR TECHNOLOGY

Position Title:	Media Instructor, Television Coordinator, or other specialists' titles as designated by school or district policy
Reports to:	Head of the School Library Media Program
Supervises:	Library Media Technical Assistants, Clerks, Secretaries, Student Assistants, Aides, Volunteers
Certification:	Credential authorizing service as a Teacher
Role:	A specialist with academic preparation in media or technology may provide full time or part time staff assistance and leadership in the area of the specialist's expertise, but shall not be required to function as a school librarian unless credentialed as such."[1]

ALLOCATION OF PROFESSIONAL RESPONSIBILITIES

The multiplicity and variety of professional tasks necessary to provide an effective school library media program require careful analysis and grouping before assignment to respective staff members. Both the American Association of School Librarians and the Association for Educational Communications and Technology have conducted studies of competencies and tasks associated with school libraries and instructional media services. The information that follows is based on these studies.[2]

Tasks involved in planning and implementing a library media program at the school level can be assigned to six functions: (1) instruction, (2) curriculum development, (3) consultation, (4) information, (5) management, (6) professional development.

Instruction

Instructional tasks are assigned to a certificated staff member who:

- Instructs students in research techniques and learning skills
- Guides users in reading, listening, and viewing
- Assists users in achieving optimum learning experiences
- Relates the library media program to the various disciplines
- Instructs students in the production of various media: graphics, 8mm films, videotapes, audiotapes, etc.
- Implements theories, principles, and methods of instructional technology.

Curriculum Development

Curriculum development tasks are assigned to a certificated staff member who:

- Develops library media center activities in the various subject areas

- Plans projects and programs to facilitate the learning process
- Supervises the development of materials to meet specialized and/or unique needs of learners
- Designs instructional materials for courses of study
- Writes guides for instructional materials
- Arranges for the production of motion pictures, audiotapes, videotapes, slide presentations, filmstrips, transparencies, etc.
- Evaluates and recommends equipment and materials used in production in light of curricular needs
- Seeks to improve production standards
- Involves others in planning and in the evaluation of materials and equipment.

Consultation

Consultation tasks are assigned to a certificated staff member who:

- Plans with teachers, students, and administrators for library media services to ensure appropriateness and timeliness
- Assists teachers in the planning of teaching strategies and the design of instructional materials in all subject areas
- Conceptualizes new theoretical models of educational programs
- Communicates with community agencies to generate new ideas
- Facilitates the implementation of new educational programs.

Information

Information tasks are assigned to a certificated staff member who:

- Assists in communicating, disseminating, and using information
- Analyzes the floorplan of the physical plant in terms of traffic patterns, and accessibility of the collection of materials and equipment, in relation to user characteristics and information needs
- Plans and implements reference and bibliographic services
- Plans for circulation and retrieval of materials and equipment
- Plans and implements a program for the evaluation, acquisition, and arrangement of materials and equipment for maximum use
- Supervises the organization and ensures the accessibility of the collection of print and non-print media through cataloging, classification, and processing of the materials.

Management

Management tasks are assigned to the head of the school library media program who:

- Interprets the school library media program to students, faculty, administration, and community

- Plans and manages the school library media program, working cooperatively with the principal, the district library media director, other library media staff members, and users, delegating duties and appropriate authority to members of the school library media staff
- Develops a climate that encourages students and teachers to make optimum use of the school library media center and its resources
- Participates in school and district curriculum projects and programs
- Coordinates the formulation of the school's library media selection criteria and procedures in accordance with district policy
- Coordinates the selection, updating, organization, and distribution of materials
- Develops, proposes, and justifies budget requests for the school library media program, in consultation with library media staff members, administrators, teachers, and district library media personnel
- Works with the district library media director to coordinate the school program with other school library media programs, public libraries, and community agencies
- Participates in the selection and evaluation of personnel for the school library media program.

Professional Development

Professional development tasks are the responsibility of certificated staff members who:

- Provide staff development programs for teachers in the evaluation, selection, production, and use of print and non-print materials and equipment in implementing curriculum
- Maintain professional competence through participation in continuing education activities provided by the district and/or in self-selected professional growth activities
- Disseminate information to teachers and library media staff on professional growth opportunities
- Alert administrators, teachers, and library media staff to pertinent articles and research in professional literature.

SCHOOL LIBRARY MEDIA PERSONNEL: Classified Support Staff

The support staff at the school building level provides the secretarial, clerical, and technical skills needed to realize the objectives of the program. Each professional function has related tasks which should be performed by classified personnel. Learning activities for students are significantly reduced when the certificated staff is unable to perform essential professional tasks because of lack of sufficient classified staff. (For assistance in developing job titles, assignment criteria, and specific functions of classified personnel, see *Educational Media Personnel*, published by the California Association for Educational Media and Technology.)[13]

LIBRARY MEDIA TECHNICAL ASSISTANTS

Library media technical assistants have training and/or experience equivalent to a two year college program for library media technical assistants. Many community colleges offer such courses which include training in the clerical and technical tasks related to ordering, cataloging, processing, and circulation of materials; supervision of other classified staff; introduction to computerized applications; non-print software and related hardware; and characteristics of library reference resources. Library media programs that include graphics, photography, television, computers, or other services that require knowledge and skill in a specialized technical area should include classified staff with competencies in these areas.

Technical assistants working with students and teachers should practice interpersonal skills in responding to individual needs. When only one technical assistant is employed, he or she should possess generalized clerical skills and competencies in the basic areas of ordering, cataloging, processing, and circulation of materials. When more than one technical assistant is assigned, each should have specialized competencies in one or more program elements. Library media technical assistants carry out their assigned tasks under the supervision of one of the professional staff members; in a large operation, they may be under the supervision of a more highly qualified member of the classified staff.

Under the direction of a certificated staff member, the library media technical assistant performs clerical and technical tasks related to the acquisition, receipt, circulation, and maintenance of records for materials.
These tasks include:

- Preparing materials for circulation
- Taking inventories of materials, supplies, and equipment
- Maintaining accounts
- Operating various office machines and equipment
- Organizing materials in accordance with an established system
- Searching catalogs, indexes, and similar references to locate materials, equipment, individuals, organizations, and bibiographic data
- Locating and retrieving materials and equipment for users and assisting them in using library media center resources
- Filing, and duplicating materials
- Charging, discharging, shelving, reserving, booking, scheduling, and delivering materials and equipment
- Preparing and producing graphics and display materials such as transparencies, posters, charts, graphs, displays, exhibits, and materials for television programs
- Performing photographic production work such as still photography, motion photography for films and television; developing black-and-white film
- Operating system components such as closed-circuit television systems
- Operating, maintaining, adapting, and testing photographic, audio-visual, electronic, and other equipment
- Providing instruction in the operation and use of instructional equipment

- Assisting in the evaluation of the technical characteristics of equipment for specified purposes
- Assisting in the development of specifications for supplies and equipment.

SCHOOL STAFFING PATTERNS

The number of certificated and classified staff has direct relationship to:

- The learning objectives that the administrators, faculty, community, and the students wish to realize through their library media program
- The number of services required to implement the instructional objectives
- The number of students and teachers expected to use the services
- The time frame for accomplishing specific objectives and the number of teachers and students involved
- The tasks related to overall management of the library media center
- The funds available to finance the library media center
- The availability of competent staff
- The school's philosophy and organization for instruction.

School library media programs lend themselves naturally to the individualized pursuit of information. The State Department of Education has encouraged the concept of student-centered instruction in its educational programs. However, some schools are still in the process of transition from a teacher-centered instructional program where a majority of students work together at the same pace while engaged in assigned activities. This method of instruction requires that the library media center have multiple copies of selected titles, large group facilities, and media personnel knowledgeable in the curricular units and able to spend a substantial amount of time working with the teacher, preparing instruction, and performing instructional tasks with large groups.

A learner-centered program requires that the majority of students be engaged in independent or small group activities which encourage alternative paths to the completion of course objectives. This method requires library media centers which provide facilities for independent study, as well as for large and small groups, and sufficient library media staff to assist many students engaged in a variety of learning activities.

Both of the instructional methods discussed above may require services which provide instructional and/or production services such as video, photography, audio, and graphics. The teacher-centered program may emphasize the production of instructional materials for classroom use; the learner-centered program may emphasize student production of materials to be used in completing assignments and projects. The former may require a more sophisticated level of production to produce instructional materials for large group display, while the latter would require larger production facilities and additional staff to assist students with their own creative productions.

Table 1 gives general staffing guidelines based on statewide experience in library media centers in schools of various sizes for the two types of programs. Some possible options to enable smaller schools to progress toward meeting these guidelines are presented in Chapter 7.

TABLE 1 SCHOOL LIBRARY MEDIA PROGRAM STAFFING

(Year-round schools may require additional personnel to provide year-round services)

Enrollment	Teacher-Centered Program	Learner-Centered Program
Less than 400 (See also, Chapter 7, "Small Schools")	1 Head of Library Media Center .5 Library Media Technical Assistant With Production Services, add: .5 Library Media Technical Assistant	1 Head of Library Media Center 1 Library Media Technical Assistant With Production Services, add: 1 Library Media Technical Assistant
401-600	1 Head of Library Media Center 1 Library Media Technical Assistant With Production Services, add: 1 Library Media Technical Assistant	1 Head of Library Media Center .5 Librarian 1 Library Media Technical Assistant With Production Services, add: .5 Production Specialist 1 Library Media Technical Assistant
601-1000	1 Head of Library Media Center 1 Librarian 1 Library Media Technical Assistant With Production Services, add: 1 Library Media Technical Assistant	1 Head of Library Media Center 1.5 Librarians 1.5 Library Media Technical Assistants With Production Services, add: 1 Production Specialist 1 Library Media Technical Assistant
1001-2000	1 Head of Library Media Center 1.5 Librarians 2 Library Media Technical Assistants With Production Services, add: 1 Production Specialist 1 Library Media Technical Assistant	1 Head of Library Media Center 2.5 Librarians 2.5 Library Media Technical Assistants With Production Services, add: 1.5 Production Specialists 2.5 Library Media Technical Assistants
2001-3000	1 Head of Library Media Center 2 Librarians 2.5 Library Media Technical Assistants With Production Services, add: 1.5 Production Specialists 2 Library Media Technical Assistants	1 Head of Library Media Center 3.5 Librarians 3.5 Library Media Technical Assistants With Production Services, add: 2 Production Specialists 3 Library Media Technical Assistants
3001 or more	Additional increments proportionate to above	Additional increments proportionate to above

DISTRICT LIBRARY MEDIA PERSONNEL: Certificated Staff

District level library media personnel may include a director of the district library media program, and, depending upon the number of service components offered, one or more certificated library media professionals in the various areas of service. Occupational titles vary according to the responsibilities assigned and the policies of the district.

QUALIFICATIONS OF DISTRICT LIBRARY MEDIA PERSONNEL

District level staff members have comparable qualifications to those required of other district administrators. Their academic training includes courses in library and information science, educational technology, communications, curriculum, and administration, as well as advanced degrees in the areas in which they supervise. They have breadth of knowledge and experience in library media programs, administrative competencies, and concern for the fulfillment of the purposes of education and the goals of the district served. They have demonstrated competencies in a school level library media assignment, and have evidenced a capacity for creative leadership.

ALLOCATION OF PROFESSIONAL RESPONSIBILITIES

Policies relating to school library media programs are established by the governing board of the district and implemented by the superintendent and staff. The director of the library media program is a member of the administrative staff and is accorded compensation and status equal to other program directors.

DISTRICT LIBRARY MEDIA DIRECTOR

The district library media director occupies a key position for bringing to the educational program the full application of print and non-print materials and their accompanying technologies. It is the responsibility of the director to:

- Provide leadership in all aspects of the district library media program and delegate responsibilities to appropriate personnel
- Participate as a member of the superintendent's committees or councils for curriculum and instructional planning
- Plan or coordinate the planning of an effective library media program, based on an analysis of the goals and objectives of the district's instructional program

- Act as the leader for the heads of school library media programs by providing support at the district level
- Coordinate the district library media program with the total educational program and with information services available from other agencies
- Determine priorities for the library media program
- Advise on matters of library media laws
- Develop and administer the budget for the district library media program
- Establish position classifications for library media personnel at the district and school levels
- Receive recommendations for staff appointments and select or participate in selection and evaluation of personnel
- Provide staff development opportunities for library media staff and other school personnel at district and school levels
- Coordinate facility planning for library media programs
- Initiate public information concerning the library media programs
- Plan and coordinate the ongoing evaluation of the library media program.

DISTRICT LIBRARY MEDIA CONSULTANTS

In medium sized and small districts, the district library media director may provide a combination of services in addition to having administrative responsibilities. In a large district, persons may be assigned as consultants, supervisors, or coordinators and specialize in one or more of the following typical district library media services:

Instructional Materials and Equipment Services

- Organizes and makes accessible a central collection of films, videotapes, and other non-print materials for use in the schools
- Organizes and makes accessible a central collection of professional literature, curriculum guides, sample textbooks, and other related materials
- Provides information and research services for central office and school personnel
- Coordinates a program for the evaluation and selection of school media hardware and specialized library equipment
- Coordinates a program for previewing, evaluating, and cataloging print and non-print materials for school and district library media centers
- Supervises the inventory of library media equipment
- Organizes and supervises the acquisition services
- Manages the distribution of the adopted instructional materials.

Consultant Services

- Provides on-site assistance to school library media personnel, and to administrators on matters related to the school library media program
- Arranges orientation for new school library media personnel
- Organizes staff development programs for school personnel.

Production Services

- Supervises the printing, graphic, photographic, audio and video production for central office and school personnel
- Provides expertise in the design and production of instructional materials
- Assists school personnel in the development of production programs in the schools.

DISTRICT LIBRARY MEDIA PERSONNEL: Classified Support Staff

The district library media support staff includes library media technical assistants, clerks, secretaries, and may also include persons with special talents and abilities, such as artists. Personnel for audio and video transmissions, and computerized applications will need training in these fields. (For assistance in developing job titles, assignment criteria, and specific functions of classified personnel, see *Educational Media Personnel*, published by the California Association for Educational Media and Technology.[14])

Each service in the district level program requires classified support. Tasks performed at the district level are similar to those at the school level except that they may be more specialized. For each service, the certificated staff performs the tasks that require knowledge and understanding of the needs of students and teachers. The duties of library media technical assistants may blend into the responsibilities of the professional personnel whom they assist. (See School Library Media Personnel: Classified Support Staff Section.)

DISTRICT STAFFING PATTERNS

The size of the school district, the complexity of the school library media program, the degree of decentralization, and the contracted services from other agencies determine the services to be included in the district library media program. In small school districts, one district library media professional may be responsible for a number of services. The staffing guidelines provided in Table 2 are based on statewide experience, observation, and samplings of existing district library media programs. District level services requiring appropriate personnel include:

ADMINISTRATION (See Table 2, Column 2)

- Administration of district level services and the district library media and communication center
- Consultation with district and building level personnel, including on-site assistance
- Evaluation of materials and equipment, including distribution of evaluative information to schools
- Organization and display of materials for viewing and use by district, school, and community representatives
- Administration of instructional materials adoption and utilization.

TECHNICAL PROCESSES (See Table 2, Column 3)

- Acquisition of materials for district and school collections
- Organization, cataloging, and classification of materials for school and district collections.

CIRCULATION OF LIBRARY MEDIA COLLECTIONS
(See Table 2, Columns 4, 5, 6)

- Circulation of materials to teachers and administrators from a district professional library and curriculum center
- Circulation of 16mm films, videotapes, other audio-visual materials, and equipment to teachers and administrators.

PRODUCTION (See Table 2, Column 7)

- Production of instructional materials, including audio and video production
- Duplication of materials, within the Copyright Law.[13]

COUNTY OR MULTI-COUNTY LIBRARY MEDIA PERSONNEL

County schools office library media programs follow staffing patterns similar to those of district library media programs. Occupational titles vary according to the assigned responsibilities and the policies of the county superintendent of schools.

TABLE 2

DISTRICT LIBRARY MEDIA PROGRAM STAFFING

Since there is such a broad spread in population numbers for each division, i.e., 1,000-10,000, it may be necessary for individuals, both classified and certificated, to have responsibilities in more than one program component. The assumption in the quantitative assignments is directed toward the median to the highest enrollment figures. Districts in the lower ranges of the division may wish to consult the preceding division. Added program components, such as a State IMDC, require increased personnel.

1	2	3	4	5	6	7
	PROGRAM COMPONENTS					
A.D.A.	Administration	Technical Processes	Professional Library and Curriculum Center	Library Media Collections Circulation	Equipment Circulation, Evaluation, Maintenance	Production Center
Under 1,000	1 Director of Library Media Program 1 Secretary	1 Library Media Technical Assistant	1 Library Media Professional 1 Library Media Technical Assistant	1 Library Media Technical Assistant	1 Library Media Technical Assistant	1 Library Media Technical Assistant
1,000 to 10,000	1 Director of Library Media Program 1 Secretary	1 Library Media Professional 1.5 Library Media Technical Assistants	1 Library Media Professional 1 Library Media Technical Assistant	1 Library Media Professional 1 Library Media Technical Assistant	2 Library Media Technical Assistants	1 Library Media Professional 1 Library Media Technical Assistant
10,000 to 20,000	1 Director of Library Media Program 1 Library Media Professional 1 Secretary 1 Clerical	1 Library Media Professional 3 Library Media Technical Assistants	1 Library Media Professional 1.5 Library Media Technical Assistants	1 Library Media Professional 1.5 Library Media Technical Assistants	3 Library Media Technical Assistants	1 Library Media Professional 2 Library Media Technical Assistants
20,000 to 40,000	1 Director of Library Media Program 1 Library Media Professional 1 Secretary 1 Clerical	1 Library Media Professional 4 Library Media Technical Assistants	1 Library Media Professional 2 Library Media Technical Assistants	1 Library Media Professional 2 Library Media Technical Assistants	5 Library Media Technical Assistants	1 Library Media Professional 3 Library Media Technical Assistants
40,000 to 60,000	1 Director of Library Media Program 2 Library Media Professionals 2 Secretaries 1 Clerical	1 Library Media Professional 6 Library Media Technical Assistants	1 Library Media Professional 3 Library Media Technical Assistants	1 Library Media Professional 3 Library Media Technical Assistants	6 Library Media Technical Assistants	1 Library Media Professional 4 Library Media Technical Assistants
60,000 to 80,000	1 Director of Library Media Program 3 Library Media Professionals 2 Secretaries 1 Clerical	2 Library Media Professionals 8 Library Media Technical Assistants	1 Library Media Professional 4 Library Media Technical Assistants	1 Library Media Professional 4 Library Media Technical Assistants	7 Library Media Technical Assistants	2 Library Media Professionals 5 Library Media Technical Assistants
80,000 to 100,000	1 Director of Library Media Program 4 Library Media Professionals 2 Secretaries 2 Clericals	2 Library Media Professionals 10 Library Media Technical Assistants	2 Library Media Professionals 5 Library Media Technical Assistants	2 Library Media Professionals 5 Library Media Technical Assistants	8 Library Media Technical Assistants	2 Library Media Professionals 6 Library Media Technical Assistants
100,000 & above	Additional increments proportionate to above.					

STATE LIBRARY MEDIA PERSONNEL

The State Department of Education has a staffing pattern comprised of administrators, consultants, and assistants. Assigned in numbers appropriate to priority program needs, professional personnel provide leadership and service to K-12 educational programs. Classified staff assist the professional staff.

STATE INSTRUCTIONAL MATERIALS DISPLAY CENTERS (IMDC)

In the event that the center is a designated State Instructional Materials Display Center (IMDC); is actively involved in the evaluation and selection of state adopted instructional materials; or, is contemplating this type of activity, additions must be made in the quantities of personnel shown in this chapter. For further specifications relative to State IMDC guidelines, contact the Curriculum Frameworks and Instructional Materials Selection Unit, California State Department of Education, 721 Capitol Mall, Sacramento, California, 95814.

4 PROGRAM MANAGEMENT

Management of the library media program requires a working knowledge of planning, budgeting, purchasing, production, access and delivery systems, maintenance, public information, and program evaluation.

PLANNING

Systematic planning is based on a thorough needs assessment leading to the formulation of short and long-range goals, and the development of specific program objectives and methods for achieving those objectives within a time frame determined by local resources.

GUIDING PRINCIPLES:

- Planning for library media programs is a cooperative process, involving district library media professionals, administrators, teachers, students, and community representatives.
- Planning for the library media program is based on assessment of users' needs and interests, appraisal of existing provisions for materials and facilities, and projections of changes in enrollment and financial support.
- Decisions leading to ways to respond to identified needs are based on a systematic analysis of alternatives, constraints, and other variables, and establishment of priorities within program objectives.
- All aspects and stages of library media program development, from formulation of goals through evaluation, are guided by the planning process.

The district library media director is responsible for cooperatively planning the library media programs of the district. The head of the school library media program is similarly responsible for planning the program at the school level in close cooperation with the media staff, principal, teachers, students, and community members. School level media program planning should be designed to meet the needs of students and teachers in each school within the overall goals and objectives of the district library media program.

BUDGETING

The overall budget presents the annual financial requirements for all aspects of the library media program. In the budget, resource requirements, both human and material, are based on planned program objectives. The overall budget may include allocations for personnel, new and replacement materials, cataloging and processing of materials, supplies, new and replacement equipment, new facilities, remodeling, maintenance, participation in networks, contracts, and the related operational expenses.

GUIDING PRINCIPLES:

- The overall library media budget is constructed in relation to district and school program objectives and priorities and provides annual resources to strengthen and maintain the library media program.
- Budgeting for library media programs at school and district levels is a cooperative effort involving administrators, teachers and other staff, the library media staff, students, and community representatives.
- In a district where budget procedures are centralized, the director of the library media program is responsible, within established channels, and in cooperation with schools, for the formulation, justification, overall administration, and evaluation of the district and school library media budgets.
- Where district policy for decentralization places the responsibility for budgeting for the school library media program within each individual school, the head of the school library media program, within established school channels and procedures, designs, justifies, manages, and evaluates the school library media budget. The district library media director advises as needed. The school administrator gives final approval.
- District and school planning for the distribution and use of federal and state funds for library media programs is accomplished with representation from the library media staff.
- The budget is expended and accounted for in accordance with federal, state, and local laws, regulations, policies, standards, and guidelines.
- The budget presentation justifies requests in terms of expected learner achievement.

DISTRICT BUDGET FOR SCHOOL AND DISTRICT COLLECTIONS

School districts using a single figure to express a total district budget to be allocated to school and district level programs for collections are encouraged to

use a standard of ten percent of the national Per Pupil Operational Cost (PPOC) as computed by the United States Office of Education. This amount has been recommended in the national guidelines based on recommendations of school administrators, school business managers, and media professionals.[16] This expenditure is exclusive of expenditures made from federal funds. It provides for the acquisition of both new and past published or produced materials, replacement of titles, duplicates, media production supplies, cataloging, physical processing of materials, audio-visual equipment, equipment maintenance and repair, service equipment, and costs of contracts and networks. It does not include funds needed for the installation of sophisticated electronic facilities, general school supplies, delivery systems, security and insurance costs, facilities maintenance, initial collections for new schools, state adopted instructional materials, salaries of media staff, public information programs, furniture, and special laboratory equipment. These items are budgeted for under separate categories and are in addition to the recommended level of support for collections.

The national guidelines further recommend that districts with operating costs that are less than the national PPOC should consider expending the larger amount to fully support teaching and learning. Districts that spend more than the recommended ten percent should use their own per pupil operating costs as a base for the ten percent figure.

This recommendation for annual expenditures for collections includes the library materials and media software and hardware for instructional programs that are essentially learner-centered, stressing personalized and individualized study and inquiry. New courses of study, special programs and curricular experimentation may necessitate budgeting additional funds. All planning for specially funded instructional programs should include a funded component for library media resources where applicable, in accordance with that program's regulations.

Allocations for initial collections of library materials and equipment in newly established library media centers are provided from capital outlay funds. Capital outlay amounts are budgeted for in addition to the recommended annual per pupil expenditures for collections. Established schools in which library media center collections do *not* meet current quantitative and qualitative standards require funds in addition to the annual per pupil expenditure until standards are achieved. Substantial allocations of this type are considered capital outlay in California.[17]

THE SCHOOL LIBRARY MEDIA PROGRAM BUDGET

The head of the school library media program is responsible for planning, constructing, managing, and evaluating the school library media program

budget. As a member of the school's budget committee, the program head has already participated in establishing the school's overall goals and objectives on which the long range and immediate plans for the program are based. This planning insures a constant relationship to instruction and learning.

The school budget is made up of a statement of needs, accompanying costs, and justifications for requests expressed in terms of student achievement. Presentation of the budget by program component shows the relationship of requested items to one another and to the instructional component of the curriculum. Where schools use a line item format, it is recommended that the library media program budget be expressed both ways to insure clear justifications.

Budget preparation is ongoing with collection of supporting data a constant task. This preparation enables the head of the school library media program to meet the school and district budget calendar on time with substantial background information.

To prepare a budget presentation, the head of the school library media program has available the following information:

- The school and district budget calendar
- Instructional priorities, new and expanded courses of study
- Enrollment, student interests and demands, reading and maturity levels
- Immediate and long range needs for new, replacement, and duplication of materials and equipment; certificated and classified personnel; supplies; furniture; building alterations and improvements; contracting; networking; services; travel
- Records of current and past expenditures
- Current average costs of materials and equipment; costs for acquisition, cataloging, processing, and handling materials and equipment; ongoing costs for equipment maintenance and repair; contract and networking costs; supply and school production costs; costs for continuing and new certificated and classified personnel; costs of new furniture and anticipated alterations and improvements to facilities; other costs that may be needed to construct a budget; and estimates of increases in costs during the forthcoming budget year
- State and federal budget allocations that may have bearing on how funds from district and other sources are allocated.

With a library media program budget firmly related to an instructional program, adjustments, deletions, and additions made during negotiations reflect this program. Final acceptance and approvals by the school faculty, administration, and community are dependent on understanding this interdependency.

Management of the school library media budget includes wise expenditure and careful accounting. Districts generally provide forms and systems for reporting expenditures in categories defined in the *California School Accounting Manual*.

The real measurement of the adequacy of a school library media budget is in learner achievement and teacher satisfaction. Districts or schools wishing qualitative or quantitative information on other situations may use national surveys[18] and published guidelines and standards as indexes to existing averages or generally accepted expectations. The value of such information, especially if used in a comparison, would depend upon a school's or district's objective in its use.

PURCHASING

Purchasing is the process of acquiring the materials and equipment for the library media program. This operation requires knowledge of library materials, media software, hardware, supplies, and sensitivity to the program goals reflected in the budget, as well as cooperative interaction with vendors and purchasing agents.

GUIDING PRINCIPLES:

- Purchasing policies and procedures are developed in cooperation with school level representatives.
- Centralized purchasing is used wherever it provides increased economy without impeding school acquisitions.
- Materials, equipment, and supplies are acquired in a timely manner with provision for short notice requirements.
- A convenient method of purchasing inexpensive consumable items at both school and district level is encouraged.
- Provision is made for district/school evaluation of materials and equipment prior to purchase.
- Needed items are purchased at the best available price concomitant with efficient and effective service from the supplier.
- Compliance with existing state laws and regulations and district purchasing policies and procedures is assured.
- Decisions in awarding bids and contracts adhere to specifications demanding quality and performance and sacrifice neither for lower costs.

The director of the district library media program, working through appropriate administrative channels, coordinates the acquisition of materials, equipment, and supplies for the library media program, including items selected by the individual schools and those selected for the district program. In this process, the director involves the heads of school library media programs to identify needs, consider applications of materials and equipment, and evaluate the performance and effectiveness of purchases. In districts where supplies and

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equipment are standardized, the district director, working within district procedures, is responsible for coordinating the development and updating of standardized purchasing lists.

PRODUCTION

Library media production services provide for the preparation of materials not readily available from other sources. Students and others create materials to illustrate projects or to express themselves in creative ways. Materials are produced in print, visual, auditory, and/or tactile formats for individual use or for incorporation into the school or district collections.

GUIDING PRINCIPLES:

- Production capabilities exist at both the district and individual school levels. The district level program supports and complements the school level program.
- Production formats are consistent with the message to be presented.
- The design and creation of materials by students and teachers is encouraged.
- The production program is in full compliance with copyright laws.
- Requests for production services are filled promptly.

SCHOOL PRODUCTION PROGRAM

The school library media program encourages the creation, adaptation, and duplication of materials not readily or economically available elsewhere. Media staff, teachers, aides, students, and others may participate in this production. The library media staff provides and maintains convenient work areas and gives consultative and technical assistance to production activities.

All facilities, equipment, supplies, and professional and technical assistance are available to students. Student production experience develops the ability to communicate ideas in the most meaningful format. Perceiving the response to various media formats sharpens the student's appreciative understanding of media.

Basic production capabilities provided by a school library media program include:

Graphics: The preparation of visual materials, including dry mounting, lamination, and transparency production and duplication

TABLE 3 SCHOOL PRODUCTION PROGRAM

FORMAT	BASIC COMPONENTS PROCESS	BASIC COMPONENTS EQUIPMENT	ADVANCED COMPONENTS PROCESS	ADVANCED COMPONENTS EQUIPMENT	DISPLAY TECHNIQUE
Puppet Production	Commercial Handsewn				Puppet Theater Record player Tape recorder
3-Dimensional Construction	Construction	Tools & Art materials			
Graphics & reproductions	Hand-lettering Illustrating Copying	Drawing table Lettering guides Photocopier Typewriter (large type) Spirit duplicator Mimeograph	Offset Photo layout	Platemaker Offset press Light table Copy camera Typesetting headliner Darkroom Electronic stencil cutter	
Overhead transparencies	Direct Thermal Color lift	Thermal copier Laminator	Diazo Photographic	Diazo printer & developer Copy camera Darkroom	Overhead projector
Posters & pictures	Hand-drawn Dry mounting	Dry mount press Cutter Laminator	Photographic Silk screen Mechanical lettering	Cameras Darkroom (equipped) Sign makers	Opaque projector Bulletin board
Slides & filmstrips	Direct Write-on Painted Slides photographic	Simple slide camera with copy stand	Filmstrips, photographic Slides, photographic Sound slides & filmstrips	35mm half-frame camera with accessories 35mm single lens reflex camera Slide duplicator Recorder with synchronizer	Slide projector Slide viewer Filmstrip projector Tape recorder & synchronizer

TABLE 3 SCHOOL PRODUCTION PROGRAM

FORMAT	BASIC COMPONENTS PROCESS	BASIC COMPONENTS EQUIPMENT	ADVANCED COMPONENTS PROCESS	ADVANCED COMPONENTS EQUIPMENT	DISPLAY TECHNIQUE
Audiotape recording	Reel-to-reel Cassette	Reel-to-reel recorder Cassette recorder, heavy duty		Sound proof room Audio mixer with stereo capability	Playbacks Reel-to-reel Cassette
Motion picture production	Direct nonphoto-graphic painted	Beaded and/or matt screen	Photographic, sound	S8 camera w/sound capability (or recorder)	S8 projector
	Photographic silent	Super 8 camera		16mm camera Film editor	16mm pro-jector Tape recorder
Multi-image presentations	(May combine any or all of the above formats)		(May combine any or all of the above formats)		Projection equipment Programmer Dissolve units
Video	Open reel or cassette Off-air reception Single or multiple camera operation	Videotape recorder ½" or ¾" 1 or 2 video cameras	Studio productions	Equipped studio Appropriate VTR Film chain	Videotape player/ recorder Receiver/ monitors Distribution system
Computer.			Audio Print Visual Combinations of above	Input terminal & appropriate computer equipment	Computer terminal Display terminal

Photography: Facilities and equipment for black-and-white, color slide, and Super 8mm photography
Audio and Video Production: Production and duplication of audio and/or video recordings

DISTRICT PRODUCTION PROGRAM

The district library media program extends production capabilities by providing facilities, equipment, and staff competencies not feasible in individual schools. Materials are designed and produced by the district library media staff for teacher and student use, for staff development activities, for curriculum laboratory and teacher center activities, and for public information purposes.

District media production services emphasize advisory and technical assistance to administrators, teachers, students, and community persons in media production activities and in the implementation of school-based production programs.

The scope of district production programs is influenced by the emphasis given to production in individual schools; facilities and personnel assigned to production at the district level; and the availability of specific production components from sources outside the district, such as county or regional centers. Some production services, (e.g. printing, radio, or television broadcasting) may require a level of sophistication attainable by only the largest districts.

Graphic production capability should be provided for the preparation of slides, transparencies, signs, brochures for instructional use, as well as for administrative presentations, staff development programs, and public information programs.

Consideration should be given to the various types of production services:

Photography: Still photography includes photographing and developing black-and-white prints and enlargements, and photographing and duplicating 2x2 color slides. Motion picture operations include Super 8mm film capabilities, and possibly, on a limited basis, 16mm silent film production.

Audiotape Production: Audio production includes broadcast quality production of tape recordings and the capability of copying audiotapes on high speed reel-to-reel and cassette tape duplicators.

Television and Radio: Districts may provide for or contract with other agencies for the production of instructional television and/or radio programs, consultative and technical assistance to individual schools in television production activities, and "off air" videotape recording of educational telecasts needed for instruction, as permitted by copyright regulations.

Printing: Printing production includes courses of study, resource units, catalogs, guides for television and radio programming, sound slide presentations, and other instructional materials.

Other Formats: There is frequent need for production of other materials for displays, presentations, and instructional use that vary slightly from those already mentioned, but which usually incorporate elements of those formats. These may include kits, models, learning activity packages, multimedia presentations, displays, and many other combinations or formats.

District and school library media staffs maintain channels of communication to identify quality productions developed by staff and/or students within one school which are of potential value to others. Provisions are made for sharing and/or duplicating such productions with due regard to the rights and privileges of individual authors and inventors.

Table 3 is a chart of production formats and indicates those that should be available to users through the school library media program, complemented by district media resources. Basic components as well as those required for a more advanced system are listed.

ACCESS AND DELIVERY SYSTEMS

Technical and circulation services provide the means by which students and teachers acquire materials, equipment, and other resources at the time of need. Each service is made up of systematic standardized procedures.

Technical services include ordering, receiving, cataloging, and processing of materials, equipment, and other resources. Circulation services include storage, retrieval, charging, discharging, and timely delivery to users.

GUIDING PRINCIPLES:

- Maximum accessibility to resources by users is basic to the success of a library media program.
- The concept of accessibility to information includes student accessibility to library media professionals.
- Specifications for systems of cataloging and processing are based on size and type of the library media center and characteristics of users.
- Specifications for circulation/retrieval systems are based on size and type of library media center, the level of sophistication of materials and information to be retrieved, and the ability of the users to comply with the system.
- Access to information sources beyond the school and the district is provided through cooperative arrangements with other agencies.
- Both cost-effectiveness and user convenience are considered in determining the best location — classroom, school library media center, district library media center, or other location in which to house materials and equipment, and to provide services.
- Records of circulation and use are only one measure of a program's success.

SCHOOL LIBRARY MEDIA PROGRAM

The school library media program provides prompt and efficient access to information resources for teachers and students. Open scheduling permits access by individuals and small groups at the time of need or interest and provides opportunities for teachers to schedule groups of students to the library media center for specific purposes. The library media center is open before, throughout, and after regular school hours. Hours of operation are extended if warranted by the needs of teachers and learners. (See *Education Code*, Section 18103, for compensation of librarians for extended hours.)

Schools should develop delivery systems that will make materials most easily obtainable. These may range from a simple manual check out system to a sophisticated dial access system, as required and justified by local needs.

Access to information extends beyond circulation of the school collection to include inter-agency loans and cooperation with other information sources such as public libraries, academic libraries, museums, and art galleries. Additional information resources open to students include community agencies and services, local businesses and industries, and opportunities for idea exchanges with students from other schools.

Materials and portable equipment are circulated from the library media center for use throughout the school, in the home, or wherever the instructional program dictates. The length of the loan period depends on the intended use and sometimes on the scarcity of the item.

The head of the school library media program works with the administration, teachers, and students in defining policies for the efficient use of the library media center, emphasizing student analyses, comparisons, and critical evaluations of procedures and resources. The library media staff provides guidance to aid the student in making more effective uses of information sources. The staff draws upon the expertise provided by its training and experience to help learners acquire research skills and reading, viewing, and listening techniques that will enhance their ability to select and use information resources. (For cataloging and processing in schools, see "District Library Media Program.")

DISTRICT LIBRARY MEDIA PROGRAM

Planning and implementing access and delivery systems for the school district is the responsibility of the district library media program director. Heads of school library media programs assist in planning those systems and in evaluating their effectiveness.

Materials and equipment are organized to make them accessible to the user through cataloging and processing. Cataloging that is curriculum and user oriented provides maximum accessibility to users. Physical processing of mater-

ials and equipment provides identification and packaging that makes them easy to identify when stored and easy to handle in the circulation process. The district's provisions for cataloging and processing services insure that initial collections are ready for use in new schools when they open, and that additions to collections are quickly cataloged and processed for both individual school and district collections.

Cataloging and processing at the individual school level may not be advisable in terms of economy and efficiency. It decreases the time that librarians and other staff have to work with students and teachers. Alternatives at the district level include providing centralized cataloging and processing for schools; contracting for cataloging and processing services from a county or regional center; use of a commercial cataloging and processing vendor; or some combination of these. In determining the system to be used, consideration should be given to many factors at both the school and district levels, such as volume of materials, different formats, number of duplicate items, acquisition methods, and the length of time an item is inaccessible due to the cataloging and processing sequence. Any system used should place limits on this period of time. If a commercial service is used the district or school must supplement it to catalog and process the published and produced materials not available from, or handled through the commercial service. Cataloging received may need revision to achieve desired conformity.

Other district library media services may include coordination of community resource files and coordination of district participation in multi-district or regional library media cooperative activities. Use of such outside resources requires clearly defined policies and procedures and assurance of funding.

District library media program operations, such as cataloging and processing services, equipment services, circulation of film and videotape collections, must be supported by a system of convenient and frequent pickup and delivery services among schools and between the district center and schools.

MAINTENANCE

Maintenance is a diverse operation ranging from simple repair of projector cords or mending a page in a book to complete overhauling of nonfunctioning projectors, tape recorders, and video equipment. Proper maintenance contributes to the comfort and efficiency of learners, teachers, and staff, and plays an important role in the economical and efficient management of the library media center by preventing the unavailability of existing resources when needed.

GUIDING PRINCIPLES:

- Preventive maintenance contributes to longer life of materials and equipment.
- All types of materials and equipment are inspected periodically to prevent, detect, and repair damage.
- The budget provides for replacement of worn materials unsuitable for repair and of equipment for which maintenance costs exceed replacement costs.

District and school library media centers should plan both for long-range maintenance and for day-by-day care. Maintenance and upkeep tasks are usually performed by the classified staff.

The maintenance staff generally provides preventive measures such as reinforcing and repairing materials, changing lamps and fuses, and regularly inspecting and cleaning equipment. Users are encouraged to report any damages or malfunctions they observe. Checking the condition of materials and equipment in the collection is a routine part of any circulation system.

Records of equipment usage and maintenance provide information for assessing the cost-effectiveness of specific items. The district library media director devises systems, creates forms, and advises the heads of school library media programs in setting up record keeping systems. Such records are used as a basis for making decisions to replace items of equipment for which repair costs have become excessive.

PUBLIC INFORMATION

Public information is the process by which the library media staff provides information to the community, school, and district concerning program objectives and activities. Its goal is to develop active interest and support.

GUIDING PRINCIPLES:

- Objectives and activities of the public information program are planned cooperatively by the library media staff, teachers, students, and school administrators.
- The public information program considers all components of the library media program and is continuous.
- The public information program uses evaluation data to demonstrate how the library media program fulfills the needs of students and teachers, and the desires of the community.
- The public information program provides an exchange of information with district, regional, state, and national agencies.

- Public information contributes to the community's understanding of the concept of intellectual freedom in a public school setting.

Public information provides an important means of achieving the objectives and obtaining support for the library media program. Persons reached include students, teachers, and administrators at the school and district level, parents, the board of education, and the general public. A well-planned public information program explains the role of the library media program in terms of learning successes and satisfied students, teachers, and parents.

Public information also offers an opportunity for explaining the school and district's policies related to the use of materials in an instructional program. An informed community provides a good sounding board for decision-making in times of philosophic disagreement.

The director of the district library media program has general responsibility for planning a district public information program, working with district and school library media staff, and with the school district public information officer. The school library media staff initiates and develops a school level public information plan with administrators, teachers, students, other school staff, and community representatives. Recommendations for an effective school public information program are given in Table 4.

The collection of data about the district library media program and individual school programs is closely related to public information needs. The district library media program director determines the types of information needed and sets forth the means to be used in collecting, storing, and analyzing data. State and national guidelines, where applicable, are followed in collecting and reporting statistical information.

TABLE 4 RECOMMENDATIONS FOR AN EFFECTIVE PUBLIC INFORMATION PROGRAM [19]

AUDIENCE	TYPES OF INFORMATION NEEDED	MEANS FOR PROVIDING INFORMATION
Students	Library media center resources and activities Ways of using print and non-print media in reaching educational objectives Contributions of materials to personal interests and goals	Displays, posters, news releases Media production Media presentations Personal contact Classroom visits Indirect contact through teachers Bibliographies Media packages
School staff (faculty and administrators)	Library media program goals and functions Ways of using resources to achieve educational objectives Role of resources in the educational program Use of resources to reach personal and professional goals	Memoranda, handbooks, information sheets Personal contacts and conferences Staff meetings Staff development programs on resource utilization News releases Media production Media presentations Bibliographies Annual reports
Parents, citizens, board of education, other public officials	Library media program goals and functions and their role in the achievement of overall educational goals Library media program operations in relationship to the total educational program	News releases, radio and television coverage Media presentations Personal contacts Open house programs, public exhibits Budget justifications Annual reports
Library media and other education agencies and associations	Library media program goals and functions Program plans and activities as they relate to other agencies	News releases Annual reports Information sheets and handbooks Personal contact Participation in association activities Contributions to professional publications

PROGRAM EVALUATION

The purpose of evaluation is to assess the degree to which the library media program meets its goals and objectives. This assessment results in the continuation of a program, its modification, or its discontinuance. Budgeting, staff development and utilization, collections development, instructional planning, and public information are affected by program evaluation conclusions.

GUIDING PRINCIPLES:

- Effective planning and improvement of the library media program depend upon adequate evaluation of program elements.
- Evaluation is a continuous process, conducted at district and school levels, involving both staff and users of the library media program.
- The director of the district library media program coordinates the evaluation of the library media program at school, district, and community levels, providing assurance that overall district and state requirements are met.
- Periodic evaluations of library media program elements are made to address specific needs.
- Evaluations conducted by persons outside the school district contribute additional information and insights for program improvement.

EVALUATION AT THE SCHOOL LEVEL

The head of the school library media program works with the director of the district program and school administrators to develop, and perfect evaluation instruments, and to interpret and apply findings.

The evaluation component of the school library media program measures the program's effectiveness in:

- Reaching the total school population
- Improving teaching and learning
- Facilitating instruction through leadership and active participation in curriculum design and implementation
- Establishing priorities with the school administration that result in adequate funding levels
- Fulfilling extended needs of teachers and students through cooperation with agencies
- Evidencing the professional growth of the library media staff
- Interpreting the role of the library media program in the total community effort for children and youth.

EVALUATION AT THE DISTRICT LEVEL

The director of the district library media program coordinates the design and implementation of a comprehensive district evaluation program. The process is coordinated with school and district staff and includes the participation of students and teachers who use the program or the elements being evaluated.

A comprehensive plan provides for:

- A clear statement of objectives related to district and school instructional goals
- Logical expectations related to human and material resources
- Clearly defined staff responsibilities
- Predetermined evaluation processes
- Provision for internal/external evaluation
- Provision for outside consultants when applicable
- Provision for interpreting and reporting results.

Reporting is an important aspect of evaluation. Periodic and annual reports to school and district administrators are foundations for budget requests that allow for a program's improvement or continuance.

5 MATERIALS AND EQUIPMENT COLLECTIONS

A school's library media collection is the essential informational base of the instructional program. It provides factual content, the creations of imagination and artistry, and myriad avenues of thought through which each student must probe to reach his or her own personal decisions. It provides for the understanding of the impact of media in various formats, enabling students to distinguish between fact and emotion. These skills are basic to informed participation in the American way of life. Library media professionals contribute expertise in the evaluation and selection of materials and equipment. These processes are basic to building and maintaining adequate collections.

GUIDING PRINCIPLES:

- Every school has its own collection of materials and equipment.
- Students in very small schools have access to basic reference materials in their school buildings and to the full range of library media resources from school district, county school, or other agency collections (see Chapter 7).
- The collection, which is organized and ready for use when a school opens, is developed on a planned basis.
- The district provides collections of materials and equipment such as 16mm films, professional materials, and examination collections of new materials to supplement collections in the individual schools.
- A district may contract with the county office or a regional center to provide materials and equipment to supplement school collections.
- The selection policy includes processes in which library media professionals, administrators, curriculum consultants, teachers, students, and community representatives participate cooperatively; clearly defined guidelines and procedures for handling questioned materials; and support of the principles of intellectual freedom as described in the *Library Bill of Rights*, developed by the American Library Association, the *School Library Bill of Rights for School Library Media Center Programs*, approved by the American Association of School Librarians, and the *Students' Right*

to Read pamphlet prepared by the Committee on the Right to Read of the National Council of Teachers of English.

- Selection of materials as a cooperative process is coordinated by the director of the district library media program and the head of the school library media program respectively.
- Materials and equipment are evaluated prior to purchase by use of established criteria, reliable evaluative selection tools, and wherever possible, by firsthand examination.
- Collections are reevaluated continously to insure that they remain current and responsive to user needs.
- Collections include materials in print, visual, auditory, and tactile formats, with associated equipment.
- Collections include textbooks and related instructional materials and systems.
- Current professional materials for faculty and staff use are a part of the collection.
- The primary factors in building a school media collection are the requirements of the instructional program and the needs and interests of users.
- Funds provided for media center collections are sufficient to enable the school media program to meet accepted standards, secure additional materials and equipment needed for changing curricula and student populations, and maintain the collection in satisfactory condition.

SCHOOL COLLECTIONS

Materials in various formats, with their associated equipment, constitute the school collection. Some types of media formats are appropriate to large group instruction, whereas others are conducive to individualized learning. The development of the school library media collection is based on requirements of courses of study and the characteristics of the school. The collection reflects the needs and interests of the users and is consistent with the intent of Section 16041 of the *California Administrative Code, Title 5, Education,* "The Contents of School Libraries."

Selection of materials is based on criteria developed in each school or at the district level with school participation. Criteria developed are consistent with district policy and state requirements.

In using these guidelines, schools make decisions about the blend of various materials, and the actual quantities in each category. The quantitative guidelines provided on the following pages, identify base quantities and associated equipment needed to insure content coverage with a range in levels and choice of media formats.

This recommended collection, with a listing of major considerations for each type of material and equipment, is based on a library media program in an individual school of approximately 750 students with extended provisions given for larger schools and schools with special requirements. Though materials and equipment generally circulate from the library media center, actual placement of the materials and equipment is determined by the educational program. Learning activities requiring a high concentration of audio-visual equipment in other locations will require that additional equipment be allocated to the library media center program. (For small schools, see also Chapter 7).

SCHOOL LIBRARY MEDIA COLLECTION
QUANTITATIVE GUIDELINES AND RELATED CONSIDERATIONS

BASE COLLECTION IN THE SCHOOLS OF UP TO 750 PUPILS	EXTENDED PROVISIONS FOR LARGER SCHOOLS AND SPECIAL PROGRAM AND USER REQUIREMENTS

PRINT MATERIALS: Books, Periodicals and Newspapers, Pamphlets, Microforms

BOOKS

8,000 volumes	20 or more volumes per user

Considerations:

1. The content of the base collection of books represents the full range of basic subjects taught in California schools, basic reference books and sets, students' interests, varying points of view, the reading and maturity levels needed in each subject, and duplication of titles.
2. The base number of volumes is determined from statewide examples of library media centers meeting the content criteria listed above. The increase in quantity of volumes in the extended provisions is related to size of the school, multiplicity of subject and interest areas, numbers of students concentrating in any one program, instructional methods, and requirements of special programs.
3. Both base and extended collections include paperbacks to satisfy demands for particular titles to respond to user preference, and to provide for the growing tendency of some publishers to issue some titles in paperback editions only.
4. When satellite library media centers are established, extended provisions should prevail in order to provide for the necessary duplication of reference and other basic materials as well as the specialized materials.

TEXTBOOKS

California law makes specific requirements for the evaluation selection, adoption, use, and disposition of textbooks. For these requirements and definitions of types of materials, see applicable sections of the *Education Code*.

BASE COLLECTION IN THE SCHOOLS OF UP TO 750 PUPILS	EXTENDED PROVISIONS FOR LARGER SCHOOLS AND SPECIAL PROGRAM AND USER REQUIREMENTS
PERIODICALS AND NEWSPAPERS	
Elementary Schools: 35 titles Secondary Schools: 75 titles	35 or more titles 175 or more titles

Considerations:

1. The base and extended collections include student magazines, classroom sets of news magazines, and professional journals.
2. Local, state, national, and international newspapers are represented in the base and extended collections.
3. The base and extended collections represent the needs for current information in the curriculum, students' interests, different points of view, and the professional needs of teachers.
4. Appropriate indexes are provided for magazines and newspapers.
5. Back issues of selected magazines and newspapers are accessible to students and teachers in the library media center. Back issues dating back longer than five years can be retained, discarded, or acquired in microform format according to a school's needs.

PAMPHLETS	
Types and quantity depend on the program	Types and quantity depend on the program

Considerations:

1. The quantity and types of pamphlets in base and extended collections reflect the needs of the instructional programs for sources of information that are current and varied in points of view.
2. Pamphlet collections include state, national, and international government documents. Where applicable to need, use of depository libraries provide for access to extensive collections.
3. Persons and organizations responsible for the publication of free or purchased pamphlets should be clearly identified on items in the collection.

BASE COLLECTION IN THE SCHOOLS OF UP TO 750 PUPILS	EXTENDED PROVISIONS FOR LARGER SCHOOLS AND SPECIAL PROGRAM AND USER REQUIREMENTS
MICROFORMS: Microfilm, Microcard, Microfiche	
Types and quantities depend on program needs	Types and quantities depend on program needs

Considerations:

1. Microforms provide users with access to materials otherwise unavailable, such as primary sources, documents in depositories, and ephemeral materials.

2. Microforms allow for economy of storage space, especially for back issues of periodicals.

3. Programs may require access to extensive data bases, such as Educational Resources Information Center (ERIC). Cooperative arrangements among schools, including building microform collections and interlibrary loans, should be considered.

4. Availability of sufficient equipment in relation to expected numbers of users at any one time is a basic consideration in building microform collections.

MICROFORM EQUIPMENT: Readers and Printers	
2 readers, 1 of which is portable	Minimum of 1 reader-printer plus sufficient number of readers (portable and stationary) to satisfy user needs
VISUAL MATERIALS: Still Images	
FILMSTRIPS: Sound and Silent	
750 individual strips	3,000 - 5,000 strips

BASE COLLECTION IN THE SCHOOLS OF UP TO 750 PUPILS	EXTENDED PROVISIONS FOR LARGER SCHOOLS AND SPECIAL PROGRAM AND USER REQUIREMENTS
FILMSTRIP EQUIPMENT: Silent and Sound Projectors and Viewers	
1 projector for use in library media center 1 projector for every 3 classrooms 3 viewers for use in library media center 2 viewers per classroom	Up to 1 projector or viewer per learning station in the library media center and in classrooms
Consideration: Ratio of sound equipment should reflect quantity of sound filmstrips.	
SLIDES	
Types and quantity vary with program needs	Types and quantity vary with program needs
SLIDE EQUIPMENT: Silent and Sound Projectors and Viewers	
1 slide projector for use in library media center 1 slide projector or viewer for every 3 classrooms 2 slide viewers for use in library media center	Dissolve units and synchronizers for programs and displays
Consideration: Additional projectors may be needed for multi-image use.	

BASE COLLECTION IN THE SCHOOLS OF UP TO 750 PUPILS	EXTENDED PROVISIONS FOR LARGER SCHOOLS AND SPECIAL PROGRAM AND USER REQUIREMENTS
TRANSPARENCIES	
Types and quantity vary with program needs	Types and quantity vary with program needs
TRANSPARENCY EQUIPMENT: Overhead Projectors	
1 overhead projector for every 2 classrooms 1 overhead projector for use in the library media center	1 overhead projector per classroom 5 overhead projectors for use in the library media center
GRAPHICS: Art Works, Maps and Globes, Study Prints and Charts	
Art Prints, Sculpture Reproductions and Posters	
200 items	200 to 2,000 items
Considerations: 1. Collections include original student art. 2. Extended provisions include access to collections of district, county, and local museums, or other community agencies.	
Maps and Globes	
1 globe per classroom where related to course of study 1 each of special globes (e.g., celestial, world relief) for use in library media center 1 world and 1 state map for every 4 classrooms	Types, sizes, and quantities as determined by program

BASE COLLECTION IN THE SCHOOLS OF UP TO 750 PUPILS	EXTENDED PROVISIONS FOR LARGER SCHOOLS AND SPECIAL PROGRAM AND USER REQUIREMENTS

Considerations:
1. The collection includes a variety of types of maps and globes for circulation from the library media center with duplication as needed.
2. Some maps may be provided in alternative formats, such as transparencies.

Study Prints and Charts	
250 sets	2,000 items and/or access to district or county collections

VISUAL MATERIALS: Moving Images	
16MM FILMS	
Access to a minimum of 3,000 titles with sufficient duplicate prints to satisfy most requests. There should be sufficient funds for specialized rentals such as feature-length motion pictures.	Access to 2,000 or more additional titles with appropriate duplicate prints
16MM EQUIPMENT	
1 16mm projector for every 4 classrooms; additional units assigned to large group areas, auditoriums	Additional units to satisfy student and teacher use requirements in classrooms and library media center
SUPER 8MM FILMS: Silent	
300 cartridge loops	Access to 2,000 or more additional titles

BASE COLLECTION IN THE SCHOOLS OF UP TO 750 PUPILS	EXTENDED PROVISIONS FOR LARGER SCHOOLS AND SPECIAL PROGRAM AND USER REQUIREMENTS
SUPER 8MM EQUIPMENT: Silent Projectors and Viewers	
1 projector or viewer assigned to library media center 1 projector or viewer for every 3 classrooms	Up to one projector or viewer per learning station in library media center and in classrooms
VIDEOTAPES/VIDEOCASSETTES	
25 blank videotapes	The use of individualized study carrels with video capability, closed-circuit television in each school, and instructional television, would dictate the number of tapes available to a school.
TELEVISION RECEPTION	
1 23" or larger television receiver (color recommended) for every 3 classrooms Each classroom should be capable of receiving closed-circuit television. 1 23" color set for use in the library media center	1 color television receiver of appropriate size for each learning station in the library media center and in classrooms
CLOSED-CIRCUIT TELEVISION	
All new construction includes provisions for reception of closed-circuit television in the library media center and in each teaching station. Older buildings are wired for closed-circuit television reception when television programming is initiated.	A complete distribution system of at least six channels is available in a school so that broadcast TV 2500 MHZ, CATV, UHF, or VHF can be received; signals can be distributed to each teaching station from the central television reception area and/or a central studio; signals can be fed into the system from any teaching station; and signals are available simultaneously.

BASE COLLECTION IN THE SCHOOLS OF UP TO 750 PUPILS	EXTENDED PROVISIONS FOR LARGER SCHOOLS AND SPECIAL PROGRAM AND USER REQUIREMENTS
AUDITORY FORMATS	
AUDIO RECORDINGS: Tapes, Cassettes, Discs, and Audio Cards	
1,500 items including music and drill materials	Access to 5,000 items
AUDIO EQUIPMENT: Tape Recorders and Record Players	
Tape Recorders and Record Players	
1 reel tape recorder, 1 cassette recorder, and 1 record player for use in the library media center 1 cassette tape recorder and 1 record player for every 3 classrooms	Up to 1 recorder or player per learning station in library media center and classrooms
Listening Units	
1 set of earphones for each tape recorder and record player and 1 portable listening unit per 25 users 3 cassette players	Programs may require additional portable listening units; access to specialized headsets, including wireless, to meet specific user needs may be provided.
Audio Card Units	
Available in sufficient quantity for use on a shared basis as program requires	Sufficient audio card units for permanent assignment to specific user locations

BASE COLLECTION IN THE SCHOOLS OF UP TO 750 PUPILS	EXTENDED PROVISIONS FOR LARGER SCHOOLS AND SPECIAL PROGRAM AND USER REQUIREMENTS
EDUCATIONAL BROADCAST RADIO	
1 AM-FM receiver, plus a central distribution system per school	1 or more AM-FM receivers; access to specialized programs through public service broadcasting and through special sources, e.g., university and state agencies
TACTILE FORMATS	
GAMES AND TOYS	
Circulating collections should be provided to augment the curruculum and to stimulate user interest, but number and variety is determined by program need.	
MODELS AND SPECIMENS	
250 items; types and quantity reflect program needs and user interest	Access to sizeable collections available from the school district, county and other agencies
MISCELLANEOUS EQUIPMENT	
OPAQUE PROJECTORS	
1 per library media center	Additional projectors if programs warrant

BASE COLLECTION IN THE SCHOOLS OF UP TO 750 PUPILS	EXTENDED PROVISIONS FOR LARGER SCHOOLS AND SPECIAL PROGRAM AND USER REQUIREMENTS
MICROPROJECTORS	
1 per school and more if program requires	Quantity sufficient to meet the needs of students and teachers in specialized instructional programs
AUDITORIUM AND LARGE-GROUP PROJECTION EQUIPMENT	
Equipment for auditorium use requires high intensity light source, lenses matching to projection distance, and appropriate screen size.	
COMPUTER ASSISTED PROGRAMS: Terminals	
Computer terminal with telephone input	1 or more computer terminals per library media center as program warrants with access from district and county
PROJECTION CARTS	
Ratio of projection carts to items of equipment is based portability and distribution requirements.	1 per motion picture, overhead, and opaque projector; videotape recorder; and classroom model tape recorder
PROJECTION SCREENS	
1 permanently mounted screen per teaching station, usually 70" x 70" in size with antikeystone provisions; additional screens of suitable size, as needed, for individual and small group use	Additional portable screens as needed

BASE COLLECTION IN THE SCHOOLS OF UP TO 750 PUPILS	EXTENDED PROVISIONS FOR LARGER SCHOOLS AND SPECIAL PROGRAM AND USER REQUIREMENTS
LOCAL PRODUCTION EQUIPMENT	
Types and amounts of local production equipment needed in the school reflect the scope and amount of media production performed within the school and the availability of production services at the district level.	
COPYING MACHINES	
1 per library media center and 1 or more additional per school	Self-feeding and automatic collating equipment
DUPLICATING MACHINES	
1 Spirit duplicator and 1 or more mimeographs per library media center	Additional duplicating machines for departments and/or buildings; offset press
DRY MOUNT PRESS	
1 per library media center with platen size approximately 18" x 23" 1 tacking iron	Additional dry mount presses and rotary laminators as production needs require or as accessible from district or county office
PAPER CUTTERS	
1 cutter (30" x 36") in library center; additional cutters to meet user demands	Additional cutters to meet user demands in other areas of school

BASE COLLECTION IN THE SCHOOLS OF UP TO 750 PUPILS	EXTENDED PROVISIONS FOR LARGER SCHOOLS AND SPECIAL PROGRAM AND USER REQUIREMENTS
TRANSPARENCY MAKERS	
1 thermal unit (unless included in copying machines, above) 1 photocopier	Diazo printer and developer Copy camera, 8" x 10"
TYPEWRITERS FOR GRAPHICS REPRODUCTION	
1 typewriter with large (10-12 point) size type and carbon ribbon	Typewriter with variable spacing is desirable. Mechanical lettering devices
FILM AND VIDEO PRODUCTION	
Cartridge-load slide-format camera with copy stand Slide sorter	35mm single-lens reflex camera with appropriate accessories 35mm half-frame camera with appropriate accessories Copy stand with appropriate accessories and lights Programmer unit Dissolve unit Roll- or sheet-film camera, 2¼" x 2¼" or larger Slide duplicator Equipped darkroom
Super 8mm camera, zoom lens, and single frame capacity Light box Film splicers, 16mm and Super 8mm Film rewind Film editors Film cleaner and conditioner Storyboard Simple animation stand Portable chalkboard	Multiple Super 8mm cameras for student use

BASE COLLECTION IN THE SCHOOLS OF UP TO 750 PUPILS	EXTENDED PROVISIONS FOR LARGER SCHOOLS AND SPECIAL PROGRAM AND USER REQUIREMENTS
1 videotape recorder and camera system per school (color recommended) Switcher, video and audio	Sufficient recorders and cameras to meet teacher and program needs Switcher, video and audio Film chain Special effects generator
AUDIO RECORDING AND AUDIOTAPE PRODUCTION	
1 tape recorder 1 cassette recorder Tape splicer	Audiotape recorder with synchronizer, with monaural and stereo capacity and cassette and reel-to-reel high speed duplication

DISTRICT COLLECTIONS

The district library media program provides individual schools with additional materials or equipment which meet one or more of the following criteria:

1. Too expensive for each school to afford in sufficient quantities, e.g., 16mm films, video production equipment
2. Too infrequently used to warrant purchase by one school
3. Rare, e.g., certain specimens and museum objects not available in duplicate
4. Needed on a temporary basis, e.g., equipment to replace school-owned equipment being repaired
5. Provided for examination and consideration for purchase, e.g., new materials and equipment included in a district educational media selection center.

PROFESSIONAL MATERIALS

The district professional library gives administrators, curriculum consultants, teachers, library media professionals, and other district and school staff,

convenient access to professional materials. With these sources, they keep informed of trends, developments, techniques, research, experimentation, and specialized areas of education. Information sources may include pamphlets, government documents, journals, films, filmstrips, videotapes, and audiotapes. The collection of professional materials provided at the district level is complemented by smaller collections in individual schools.

The professional library also includes the following types of resources:

1. Curriculum materials, including courses of study, curriculum guides, resource units, and teacher's manuals
2. Selection tools that index, evaluate, and review instructional materials
3. Television and radio program guides and manuals
4. Indexes of community resources, including catalogs and brochures of sites of educational value and field trip evaluations
5. Information on programs for continuing education.

MEDIA SELECTION AND EVALUATION CENTER

The district library media program supports the selection of materials and equipment for individual school library media programs by providing examination collections of materials and equipment. The director of the district program arranges for released time for school personnel to review and examine materials,and conducts an active evaluation program that involves library media personnel, teachers, curriculum consultants, students, and community representatives.

The library media selection center staff facilitates the evaluation process through these activities:

1. Collection and organization of materials for examination
2. Capture and dissemination of published evaluations of media
3. Development and provision of improved criteria and data forms to gather responses from users
4. Arrangment for user evaluations (assignment of materials to persons, and provision of assistance and guidance)
5. Colleciton and organization of the resulting data and dissemination of the findings.

STATE INSTRUCTIONAL MATERIALS DISPLAY CENTERS

In the event that a library media center is a designated State Instructional Materials Display Center (IMDC); is actively involved in the evaluation and selection of state adopted instructional materials; or, is contemplating this type of activity, additions must be made to the quantities indicated in this chapter for applicable items.

6 FACILITIES

Facilities which are adequate in space and flexible and functional in design, provide the essential background for an effective library media program. Good facilities provide for easy access to materials and equipment and allow spaces for the many activities of the library media program.

GUIDING PRINCIPLES:

- The development of written educational specifications for library media program facilities is coordinated by the director of the district library media program.
- The head of the school library media program is responsible for planning and evaluating facilities for the school library media program.
- Library media personnel at district and school level work with architects to interpret all aspects of the library media program for which buildings are being planned.
- Facility planning involves library media personnel, administrators, curriculum consultants, teachers, students, and community members. Specialized consultant assistance is obtained as needed.
- Facility planning involves the consideration of the goals and characteristics of the school district and the community it serves, as well as specific educational objectives for the activities that are to take place within the facility.
- Facility planning provides for library media program facilities that are adaptable to changes in the educational program, and to new technologies.

SCHOOL PROGRAM FACILITIES

Facilities for the school library media program should represent the district educational philosophy and should be sufficient to serve the total program of the school of which they are a part. There may be variations between the require-

ments of elementary and secondary schools, between small schools and large schools (see also, Chapter 7), and among schools at the same level with differing instructional concepts. Flexibility to adjust facilities to meet new instructional patterns is a valuable asset in design. Declining enrollment in some areas of California, and the Field Act provisions, are providing opportunities for modernizing and expanding established facilities. With these possibilities and requirements in mind, it is important that new facilities be carefully planned for the future as well as the present, and that existing library media facilities be evaluated regularly to indicate the extent to which they facilitate the achievement of the current instructional objectives of the school.

GENERAL CHARACTERISTICS OF THE SCHOOL LIBRARY MEDIA CENTERS

1. The school library media center is located to provide easy access and to encourage frequent use during and after normal school hours.
2. The arrangement of the center supports usage and is flexible.
3. The facility provides an environment that motivates every type of student to use the collection and to draw upon the program of services.
4. Provision is made for housing equipment associated with the evaluation, use, and the production of materials.
5. The electrical plan provides adequate electrical outlets and is consistent with the planned use of audio-visual and other equipment.
6. The lighting plan, including the control of light in various areas, meets school standards and is consistent with planned use of areas by persons, and the placement of furniture and equipment.
7. Overall security for materials and equipment is considered.
8. Access and exit patterns, aisles, and placement of equipment are consistent with fire and other emergency regulations for schools.
9. Telephone and other intercommunication devices are provided.
10. Temperature and humidity controls are provided.
11. Sound controls, such as carpeting and acoustical ceilings are provided.

CONSIDERATIONS IN PLANNING NEW AND REMODELED FACILITIES [20]

Prior to the writing of specifications, the planning committee should consider the following questions and relate the data collected to the needed facilities:

1. *Who are the users?*
   What are the significant characteristics of the students?
   What maximum enrollment is anticipated?

Will teachers, adult school students, parents, and other community members use the center? If so, how and when and in what numbers?
What are the significant characteristics of the community in which the school is located?
Does the enrollment include students who live in communities other than the immediate vicinity of the school?
How are students transported to school, and at what times?

2. *What is the educational philosophy and nature of the instructional program of the school?*
Is instruction textbook-centered, teacher-oriented, student-oriented? What emphasis is given to individualized instruction and to independent study?
How is the school organized?
How are classes scheduled?
Is the school an open campus?
Are alternative instructional programs offered?
Do students participate in production? How?
Do teachers participate in production, and/or require produced media?
How do students interact with the community and its agencies?
What staff development programs are planned?
Will the instructional program, design, or size of the school require decentralized resource centers? If so, what are their relationships to the library media center?

3. *What effect does the design of the school have on the location of the library media facilities and on the interior design?*
Does the school site affect the location of the library media center?
Is the school a single level or a multilevel building?
Is the school a multibuilding school?
Is the school designed on an open structure concept?
Where are the principal student traffic arteries?
Where are the bearing walls?
Will additions to the library media center be possible at a later date?
Where are the shipping and loading areas?
Are there elevators?
What security systems are planned?
What communications systems are planned?
How does the design of the building, plan of the campus, and the instructional program affect the retrieval, transport and storage of heavy pieces of equipment and of textbooks?

4. *What services are offered to the school and its personnel by the district or county offices? By other agencies?*
   16mm film library?
   Professional library?
   Media evaluation programs?
   Media cataloging programs?
   Staff development programs?
   Equipment evaluation and maintenance programs?
   Loaned resource collections?
   State Instructional Materials Display Center?

After a study of the school, the users, and the instructional program is completed, the requirements for the school library media program and the resulting needs for facilities can be identified in terms of functions, relationships, and the square footage to be allocated to the areas that support the functions.

SCHOOL PROGRAM FACILITIES — PLANNING GUIDELINES

Table 5 provides an example of the facilities for a library media center in a school of 750 students. The guidelines suggest relationships and square footage for each function. The choice of functions will vary from school to school.

TABLE 5 SCHOOL LIBRARY MEDIA CENTER FACILITY PLANNING GUIDELINES

AREAS AND FUNCTIONS	RELATIONSHIPS AND SPECIAL CONSIDERATIONS	FURNITURE AND EQUIPMENT IN AREA	SUGGESTED SPACE ALLOCATIONS
Main entry/exit foyer: Provides a clear area adjacent to main entry door.	Locate adjacent to circulation desk and area, outside of security system.	Built in exhibit cases Gallery facilities for art exhibits	
Circulation area: Allows space for movement of users checking out and returning materials and equipment.	Locate adjacent to main entry/exit, reserve collections, work areas, equipment storage areas, staff office areas.	Circulation desk, built in shelves, cases or other storage behind desk Security system Telephone Circulation equipment Book return drop	600 square feet, including entry/exit foyer
Reading, listening, and viewing area: Functions as the principal internal area of the center; and may function as the location for individual use of reference books, books, indexes, periodicals, audio-visual software and equipment, pamphlets; as the location for group and individual instruction, informal reading, centers of interest, and use of the card catalog.	Locate adjacent to the circulation area, reference area, the general collection of books and audio-visual materials and related equipment, pamphlet files, periodical storage and circulation.	Tables, chairs, formal and informal, for expected numbers of users Open access housing for materials in all formats Card catalog cases Equipment housing for items used in center or circulated for use at home Carrels, with and without listening and viewing capability Display cases, bulletin boards, etc., for exhibits Chairs, tables, screens, projection equipment for areas used for group instruction Vertical files	15 to 30 per cent of the enrollment at 40 square feet per student Carrels require a minimum of 9 square feet per single carrel. Some may require 15 square feet. The suggested space allocation includes areas required for open access housing for materials.
Small group listening and viewing	Locate in open areas of the library media center where headsets, rear screen projection, etc., are used.	Seating and tables Projection and audio equipment	150 square feet per group to be accomodated

TABLE 5

SCHOOL LIBRARY MEDIA CENTER FACILITY PLANNING GUIDELINES

AREAS AND FUNCTIONS	RELATIONSHIPS AND SPECIAL CONSIDERATIONS	FURNITURE AND EQUIPMENT IN AREA	SUGGESTED SPACE ALLOCATIONS
Conference rooms or areas: Allow space for small groups of students to work together and interact without disturbing others.	Conference rooms have access from the main reading, listening, and viewing area; are soundproof; and have glass windows allowing for supervision from the exterior.	Tables, chairs, typewriters, wall screens, shelving, chalkboard, projection equipment, audio equipment	100 square feet per room
Group project and instruction rooms or areas: Provide space for whole classes to receive instruction.	Locate with access from the main reading, listening, and viewing room and its resources if area is an adjacent room. Flexible space is advised.	Seating for at least one class, equipment for audio and video presentations, housing for collections of materials in use in class projects, storage for projects in process, work surfaces	900 to 1200 square feet
Staff offices: Function as work and conference areas for library media professional, secretarial, clerical, and technical staff members.	Office for the head of the library media program is adjacent to the main reading, listening, and viewing room and is accessible by an entrance from outside the center. Offices for other media professionals and for secretarial, clerical, and technical personnel are related to their work areas.	Desks, chairs, shelving, storage, files and other equipment as dictated by the work performed Electrical outlets Telephones	150 square feet per library media professional Space allocations to classified and technical staffs as dictated by type of work performed
Work Areas: Provide areas for receiving, processing, and other functions related to preparation and maintenace of materials.	Locate near shipping and receiving area, materials and equipment storage, and production and distribution facilities. In smaller schools, space may be all in one area.	Shelving, storage for supplies, sinks, running water, electrical outlets; work surfaces and related seating, typewriters, labeling equipment, book trucks and other transporters of materials	300 to 400 square feet. Increase space by 400 square feet if textbooks are involved.

TABLE 5 SCHOOL LIBRARY MEDIA CENTER FACILITY PLANNING GUIDELINES

AREAS AND FUNCTIONS	RELATIONSHIPS AND SPECIAL CONSIDERATIONS	FURNITURE AND EQUIPMENT IN AREA	SUGGESTED SPACE ALLOCATIONS
Equipment storage and distribution: Provides secure storage space for large pieces of equipment that are circulated to other locations.	Locate adjacent to corridor and freight elevator, production area, and staff work space. Consider security measures.	Storage for type of equipment to be housed Vehicles for transporting equipment	400 square feet minimum
Maintenance and repair of equipment: Functions as a work area for persons maintaining equipment.	Locate near freight elevator, loading dock; adjacent to equipment storage and distribution area.	Work table or counter, storage for tools; special equipment as needed; storage for replacement parts and supplies Electrical outlets	120 to 200 square feet
Media production laboratory: Provides for graphic, photographic, printing and duplicating, and recording production for students and teachers.	Locate to be accessible from main reading, listening, and viewing areas ; adjacent to equipment storage and distribution areas, darkroom, and television studios.	Work surfaces, counter space, equipment used in production, shelving and cabinets for supplies, temperature and humidity controls, refrigeration, sinks, running water, electrical outlets, and sound control for audio production	800 square feet; increase amount when students produce materials.
Darkroom: Designed especially for development of film.	Locate adjacent to the media production laboratory. Plan with photography expert.	Sinks, running water, electrical outlets, light locks, refrigeration, counter space, adequate ventilation	150 to 200 square feet
Professional collection for faculty: Functions as a staff development area, and an evaluation and selection area for staff.	Locate adjacent to teachers' lounge, the main media center, media production laboratory, and department offices.	Shelving and housing for media in all formats, formal and informal seating, tables, listening and viewing equipment, chalkboards, bulletin boards, electrical outlets	600 square feet minimum

TABLE 5 SCHOOL LIBRARY MEDIA CENTER FACILITY PLANNING GUIDELINES

AREAS AND FUNCTIONS	RELATIONSHIPS AND SPECIAL CONSIDERATIONS	FURNITURE AND EQUIPMENT IN AREA	SUGGESTED SPACE ALLOCATIONS
Magazine and newspaper storage: Serves as storage area for back issues of magazines and newspapers.	Locate accessible to the main library media center, adjacent to current periodical shelving, periodical indexes, and microform readers.	Shelving for back issues of periodicals and newspapers, and cabinets housing microforms. May include space for microform readers and reader printer if this equipment is not in the main library media center.	400 square feet minimum
Computerized learning laboratory	Locate adjacent to group project and instruction area. Should have response capability. Plan with specialist.	As determined by school program.	Depends on nature of computer usage.
Storage and control for remote access	Plan with specialist.	As determined by school program.	Depends on nature of remote access system.
Recording room/radio studio	Locate near television production area. Area must be soundproof. Plan with specialist.	As determined by school program.	150 to 500 square feet, (20' x 25') with additional space for control.
Television studio	Locate adjacent to media production area. Area must be soundproof. Plan with specialist.	As determined by school program.	1000 to 1600 square feet, (2:3 ratio) studio; control space is additional; 15 foot ceilings; 14' x 12' doors.
Television storage	Locate adjacent to television studio. Plan with specialist.	As determined by school program.	800 square feet minimum
Television office	Locate adjacent to television studio and storage.	Desk, chairs, files, shelving, telephone, electrical outlet	150 square feet

Allocations of square footage to each function does not necessarily decrease or increase in direct ratio to the enrollment. Some schools may meld functions in a particular area. Whatever choices a school makes, it is important that the architect understands the intended use of areas, the numbers of students who will use the areas at any one time, and the relationships among the areas.

EQUIPMENT, FURNITURE, AND INTERIOR DESIGN

Ease of access to materials and the comfort of the internal environment of a library media center is based, to a great extent, on carefully selected furniture and specialized equipment designed to house materials in their many formats.

GUIDING PRINCIPLES:

- The internal design of a library media center is functional, aesthetically pleasing, and comfortable for the user.
- Types, sizes, amounts and arrangements of necessary furniture and equipment for housing materials are considered by the planning team and the architect at the time the specifications for the building are being considered.
- Intended arrangement of furniture is consistent with fire regulations.
- The color scheme for walls, carpeting, and furniture is considered by the planning team and architect at the time specifications for the building are being considered.

EQUIPMENT FOR STORAGE OF MATERIALS

Book shelving and other storage units for materials are specially designed to house specific sizes, quantities, and formats of materials. At the time a building is planned, decisions are made regarding items to be built-in, and items to be purchased and used free-standing. Built-in items should follow the same specifications as the standardized items that can be purchased from commercial suppliers.

Library Book and Periodical Shelving

Library book shelving is provided as peripheral wall shelving and/or in free-standing ranges (stacks). It is critical that shelving be built to time tested standard specifications, among which is the open, 36-inch length, movable shelf. Each 36-inch shelf holds thirty regular books or sixty picture books. The

depth of shelves depends upon the type of books to be housed. Picture books, periodicals, and oversize books require special shelving designed to their formats. Picture book shelves are equipped with uprights at each six inch or nine inch interval. Shelving is available in wood and metal. Specialized non-slip book supports should be considered where metal is the choice.

Audio-Visual Materials Storage

Storage units built to specification for records, tapes, filmstrips, cassettes, and other formats of audio-visual materials are available from commercial suppliers as free-standing units. Free-standing units are generally used in the library media centers where students and teachers have free access to all materials. If storage is not accessible to students, built-in fitted cabinets or open storage may be used in the location from which the items are circulated to students and teachers.

Equipment Housing

Cabinets or shelves to house audio-visual equipment are built relative to the types, sizes, and amounts of equipment to be stored. Location of storage is based on student and teacher free or controlled access, intended use, and specified locations of use.

Other Specialized Equipment

Other specialized items of equipment to be considered for use in a library media center are:

1. Circulation desk, with specially fitted sections as needed by a specific center
2. Atlas and dictionary stands
3. Filing cabinets for "vertical file" material
4. Charging equipment
5. Security system equipment
6. Card catalog cabinets (in sectional units)
7. Display cases and shelves
8. Storage cabinets
9. Bulletin boards
10. Book return drop
11. Book trucks
12. Projection carts
13. Magazine rack
14. Newspaper rack

FURNITURE

Library media center furniture is functional, aesthetically pleasing, and is selected with regard to the size and comfort of the user. Consideration is given to flexible types, formal and informal types, with selection depending upon the intended use.

Types of furniture include the following:

1. SEATING: Types of seating include study chairs, lounge chairs, cushions, hassocks, or benches. Stacking chairs are useful in multipurpose areas. Stools are used with counter height work stations.
2. TABLES: Reading and work surfaces include tables with nonreflective surfaces for individuals and for two to four students, lounge area tables, reference tables, periodical index tables, tables and counter tops for production and work areas, conference tables, and typing tables.
3. CARRELS: Individual study carrels are used with and without listening and viewing capabilities.
4. DESKS AND CHAIRS: Office type desks and chairs are used for library media personnel.

DISTRICT PROGRAM FACILITIES

The facilities for the district library media program should be in the school district administrative center to provide maximum convenience in access, use, and communication. If the entire district program cannot be accommodated there, priority should be given to the library media program administrative area, the professional materials collection, conference areas, and the library media selection and evaluation center.

Facilities for the district library media program are designed and provided on the basis of the library media program's relationship to the total educational program. The facilities should provide an environment conducive to efficient and effective work production and should be available for use during and after school hours, and vacation periods. Facilities should be designed for flexibility to accommodate changing needs of the district. Provision is made for adequate equipment to support district library media program functions. Adequate electrical service and outlets, flexible light control, communication devices, air and sound control (acoustical floors, ceilings, and baffles) are provided.

Recommendations for areas to be considered for inclusion in district library media program facilities are:

Planning and administration
Consultative service and staff development
Professional library
Curriculum development and library

- Media selection and evaluation center
- Materials processing center
- Supplementary materials collections
- Film and videotape collections
- Equipment services:
  - Evaluation
  - Maintenance
  - Loan
- Production services:
  - Teacher and student developed materials
  - Production
  - Graphics and printing
  - Photography
  - Audiotape production and reproduction
  - Radio
  - Television production

For additional consideration and specifications, see *Media Programs: District and School*. (American Library Association and Association for Educational Communications and Technology, 1975)

STATE INSTRUCTIONAL MATERIALS DISPLAY CENTERS (IMDC)

In the event that the center is a designated State Instructional Materials Display Center (IMDC); is actively involved in the evaluation and selection of state adopted instructional materials; or, is contemplating this type of activity, additional space, furniture and equipment are needed. For further specifications relative to State IMDC guidelines, contact the Curriculum Frameworks and Instructional Materials Selection Unit, California State Department of Education, 721 Capitol Mall, Sacramento, California, 95814.

7 SPECIAL CONSIDERATIONS FOR SMALL SCHOOLS

California *Guidelines* cannot be complete without recognition of the many small schools to be found in the state. "Small schools", for the purposes of this publication, are those with fewer than 400 students. Such schools may be located in districts of any size, ranging from a one-school district to the largest in the state. Many are in rural areas but others are in big cities. Some small schools serve only one or two age groups, i.e., grades one and two; in others the grade span may encompass the combined levels of elementary and secondary programs; still others may be ungraded schools, particularly at the elementary level. With the advent of "alternative schools", the number of small schools has increased. Educational programs are as diverse as the schools.

Outstanding library media programs may be found in some of California's small schools. While these schools may be the exceptional ones, it should be recognized that a small enrollment does not necessarily mean an inadequate program. There are schools with fewer than 400 students where there is full-time professional staff, large collections of materials and equipment, and spacious facilities. The commitment that led to these provisions has also resulted in the development of programs that have involvement in, and impact on learning.

In some districts having small schools, library media programs are in transitory stages of development. The need for the program is recognized and progress toward meeting standards is being made. In still other districts, circumstances may prevent the program being fully implemented within the foreseeable future. For instance, very few school districts too small to employ a district superintendent will be able to provide the components for a full program as long as they remain of that size.[21]

It is the purpose of Chapter 7 to propose some alternative approaches, or compromises, for the partial provision of the essential components for a library media program. It should be remembered that these alternatives offer less than minimum opportunities and resources for students outlined in previous chapters, but they may bring to small schools some of the benefits of a complete program and allow a small school to meet minimum compliance with Section 18100 of the *Education Code*, "Establishment and maintenance of school district library services."

PERSONNEL

The most effective program will occur when human and material resources are allocated to achieve a balanced growth. Alternatives to consider are:

- Employment of one librarian with responsibilities for two schools within a district, or for two schools in separate but neighboring districts
- Contracting with another agency, such as the Office of the County Superintendent of Schools, for a specified number of days of a librarian's time
- Employment of a librarian willing to work half-time
- Employment of a librarian on a divided assignment, half-time for library media services and half-time in some other professional capacity.

In a school with less than a full-time librarian, reliance on working with teachers rather than with students may become necessary. However, some portion of this part-time assignment should be left flexible to work with students as individuals or in groups.

Every effort should be directed toward relieving the part-time professional employee of the routine tasks of operating the library media center leaving maximum time for work with students. The employment of classified personnel and/or the use of volunteers will free the librarian from non-professional duties. The responsibilities of clerks and volunteers are defined and supervised by the librarian. Student assistants may perform such tasks as charging and discharging materials and shelving books. Older children may assist younger children to locate materials. All activities in which children and young people participate should be learning experiences and should not substitute for paid clerical assistance. Students in libraries should at all times be supervised by a certificated person. Librarians should avoid spending time on cataloging materials. Wherever possible, materials should be delivered to schools shelf-ready. Careful scheduling of part-time personnel is required to avoid excessive time spent in traveling from one school to another.

MATERIALS AND EQUIPMENT

An appropriate collection of materials and equipment is basic to the library media program. The time-honored formula to determine the extent of a necessary materials collection on the basis of a defined number of items per pupil is inadequate for small schools. In a small school, the size of the materials collection is related to all the curriculum subjects to be covered by the student body, and to the range of ages, interests, and abilities represented in the school. In order to provide equal opportunity, the materials collection for a K-8 school of thirty pupils will need to be as large as that for a school of 600. Therefore, it is recommended that the minimum collections indicated in Chapter 5 be consid-

ered as applicable to small schools. Since the small school may not have the space or personnel to handle sizeable collections, some alternatives are:

- A small basic collection of reference and other materials and equipment located centrally within the school which is augmented by access to a larger collection
- A district collection of print and non-print materials and the necessary equipment which is made available to the schools of the district on a circulating basis
- Contractual arrangements for direct services from the Office of the County Superintendent of Schools or the County Public Library; such services may supplement the school's basic collection or provide all materials and related services. Equipment is usually not available through such services although repair of equipment may be.
- The very smallest schools may have to rely on circulating collections of materials in classrooms.

FACILITIES

Space to house a materials and equipment collection, an area adequate for student activities involving the use of materials and equipment, and in addition, space to accommodate library media staff are essential to a library media program but for very small schools the physical facilities may be the most difficult component to provide.

Alternatives to be considered are:

- Conversion of one or more classrooms
- Acquisition of one or more relocatable classrooms
- Reassignment of space previously allocated to other activities
- Joint use of areas such as resource centers or special purpose laboratories, providing these areas have open access during the day
- Use of facilities on or off the school site shared with other information or educational agencies, providing these facilities are easily accessible to students
- Acquisition of mobile a facility (bookmobile, trailer, etc.)

The very smallest schools may find that none of the preceding alternatives are feasible. For such schools, contractual services which provide frequently changed collections may be the only available alternative.

NOTES

INTRODUCTION

1 *Media Programs: District and School*, prepared by the American Association of School Librarians, ALA, and the Association for Educational Communications and Technology (Chicago: ALA; Washington, D.C.: AECT, 1975).

2 *Standards for the Development of School Media Programs in California* (California Association of School Librarians and Audio-Visual Education Association of California, 1970).

3 *ESEA, Title IV B, Manual of Information*, prepared by Libraries and Learning Resources Section, Special Programs and Support Services Division (Sacramento: California State Department of Education, 1977).

4 *Toward a National Program for Library and Information Services: Goals for Action*, prepared by the National Commission on Libraries and Information Science (Washington, D.C.: U.S. Government Printing Office, 1975), p. 15.

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5 *Toward a National Program for Library and Information Services: Goals for Action*, p. xii.

CHAPTER 3

6 *California Education Code*, 1976, Section 18103, "Use by teachers and pupils; hours; supervision of library and compensation of librarians during evening and Saturday hours."

7 The State Board of Education adopted for purposes of ESEA, Title II, "The standards established by the American Association of School Librarians . . . as the State Standards for the necessary provision of materials pending the revision of State Standards now in progress." *A State Plan for Making Available School Library Resources, Textbooks, and Other Instructional*

Materials, under Sections 201-207 of Title II and Sections 601-605 of Title VI, P.L. 89-10 (Sacramento: California State Department of Education, 1965), Section 3.31, approved by the State Board of Education, November 12, 1965. *Standards for the Development of School Library Programs in California* (Albany: CASL Pub., 1967) was subsequently published. *Standards for the Development of School Media Programs in California*, prepared by a Joint Committee of CASL and AVEAC, was published in 1970 and became the guide for ESEA Title II programs.

8 *California Education Code*, 1976, Section 44269, "Services Credential; Librarian."

9 *Manual for Developing, Evaluating, and Approving Professional Program Plans for Library Services Credential, 1973-1974* (Sacramento: Commission for Teacher Preparation and Licensing, State of California, 1973), Section 1.3.2, "Course content relevant to the total media approach and the basic concepts of educational technology."

10 *California Administrative Code, Title 5, Education*, Section 16043, "Duties of Library Personnel."

11 *California Education Code*, 1976, Section 44868, "Qualification for employment as librarian."

12 The following publications provided background information: "Appendix A. A Competency and Task List for Specialists and Technicians in Media Management, Media Product Development, and Instructional Program Development," *Audiovisual Instruction*, Nov. 1964, pp. 29-69. Article notes that the list is "adapted from *Final Report: Jobs in Instructional Media Study* by Hyer, et al."

School Library Personnel Task Analysis Survey (AASL, ALA, and, NEA, 1969). "A report prepared in Phase I of the School Library Manpower Project by the Research Division of the National Education Association in a national study to identify the tasks performed by school library personnel in unified service programs at the building level."

Occupational Definitions for School Library Media Personnel (Chicago: ALA, 1971). Occupational definitions "developed as models" in the School Library Manpower Project include School Library Media Specialist, Head of the School Library Media Center, District School Library Media Director, and School Library Media Technician.

Robert N. Case and Anna Mary Lowry, *Behavioral Requirements Checklist: A Compilation of Competency-Based Job Functions and Task Statements for School Library Media Personnel* (Chicago, ALA, 1973), Phase II, School Library Manpower Project, administered by ALA.

The Library Technical Assistant Program: Guidelines for Course Content for Community College Programs (Sacramento: Office of the Chancellor, The California Community Colleges, 1970).

Richard L. Taylor, ed., *1976 Directory of Institutions Offering or Planning Programs for the Training of Library Technical-Assistants*, 4th ed. (Council on Library Technical-Assistants, 1976).

13 Patricia Koepernik and Jay B. Monfort, *Educational Media Personnel: A Handbook for Classification* (Lodi: CAEMAT, 1975). Includes job descriptions "intended to serve as models" for a Media Center Clerical Class Series, Film Library and Clerical and Technical Class Series, Media Production and Reproduction Class Series, and, a Media Technical and Maintenance Class Series.

14 See note 13.

15 *United States Code, Title 17*, 1977, "Copyrights." Title 17 of the *United States Code* is amended in its entirety by Public Law 94-553, effective January 1, 1978. For further information, see *Librarian's Guide to the New Copyright Law* (Chicago: American Library Association, 1977), reprinted from the *Washington Newsletter*, 28, No. 13 (Nov. 15, 1976).

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16 *Media Programs: District and School*, pp. 40-41. The 1975-1976 U.S. average operational cost per ADA was $1,388. The state average cost was $1,303. (Cost data reported by the California State Department of Education.)

17 *California School Accounting Manual*, 1976 ed. (Sacramento: California State Department of Education, 1976), pp. 111-9, 111-10, "Object Classification 6000, Capital Outlay." (See also Object Classifications 6300, 6310, 6320, 6400, 6410, 6420.)

18 Boyd Ladd, *National Inventory of Library Needs, 1975*, a study submitted to the National Commission on Libraries and Information Science (Washington, D.C.: U.S. Government Printing Office, 1977), Chapter 5, "Public School Library/Media Centers," pp. 107-150.

19 Adapted from *Media Programs: District and School*, Table 3, p. 57.

20 Adapted from *Media Programs: District and School*, pp. 92-95.

CHAPTER 7

21 *California Education Code*, 1976, Section 35026, "Employment of District Superintendent by Certain Districts."

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